

The Goal of the Secondary-School Internship
of the University of Florida in
the Light of Variations of Perception of Activities

By
WATIE R. PICKENS

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CHAPTER I

INTRODUCTION

Colleges of education are concerned, primarily, with the development of better teachers. Today, during world conflict and increased need for improvement in education, the colleges of teacher education must make more frequent and up-to-date self-appraisals. The effectiveness that has been sufficient in the past is not necessarily adequate today. The knowledge that something must be done pin points the immediate need to discover what and how. The teacher education program as it exists today is based, in the main, upon tested theories of learning and operation. Operating on theory which can be accepted as currently proficient may, however, tend to become mere theory while the practical application may slip into obscurity.

The laboratory experience in a teacher education program is one of the initial proving grounds for theory, attitude, and philosophy. The goal of this experience is perceived by many persons with respect to their understanding, experience, and interest. The many perceptions

involved offer a variety of ways to perform for the secondary-school intern, who is seeking a successful laboratory experience. He is perceived by various persons with respect to their own understanding, experience, and interest. The time that is given to gaining actual experience is valuable time. The variety of perceptions of goal which the intern, his college professors, and directing teachers have, offer an almost insurmountable task. These perceptions can involve duplication, unnecessary effort, and missed opportunity.

To improve the communication of the several people involved in the program with respect to activities, appraisals need to be made from time to time of the activities to enable all of the people involved to express themselves in such a way that all the others can hear and interact. A cooperative appraisal and communication of ideas about the program may serve as a beginning for the acceleration of improvement which could move with greater studied direction.

The educational concept, "learning by doing," may be applied to secondary-school teachers as well as to children. Most intern programs as they exist in many institutions are an outgrowth of this viewpoint in teacher education. The guiding of intern-teachers in practical first-hand experiences with students, their school, their homes,

and their community is the major goal of the intern program. These experiences must be active and creative to be effective. Working closely under the supervision of an experienced teacher for a period of ten weeks provides opportunities for the intern to develop skills in planning to meet the needs of students, in studying their behavior, in directing their activities, in evaluating their progress, and in becoming acquainted with and using the community.¹

The community of the colleges of education includes all the areas that it serves, and that reciprocate with service. For the public schools and the colleges to know each other as a communicating community should require frequent contact, interaction, and cooperation.

The Nature of the Problem

The primary goal of the secondary-school internship is commonly understood as experience in the actual professional situation. The specific activities within the experiences provided, however, are not the same in the perceptions of all the persons working in and with the program. The perceptual differences tend to restrict and even to prevent the optimum effectiveness of the intern experience.

The directing secondary teacher may place a great amount of emphasis on one area of experience for the intern,

¹Kate V. Wofford (ed.), "Guiding the Beginning Teacher." (Gainesville: College of Education, University of Florida, 1949) mimeographed, p. 13.

while the college professor's perceptions do not always warrant agreement. The converse is true for the emphasis which is desired by the college professor. While the college may be concerned with the application and testing of principle, the secondary-school teacher may express greater interest in routine procedures and required content. The basic goal of all concerned needs to be established to foster a higher degree of mutual understanding and empathy. The intern finds himself in the middle of the situation with mixed ideas and loyalties to the suggested activities of both the college and the public school, intermingled with his own. Further complications result for the intern as he seeks to identify the pattern of the laboratory experience in light of the variety of perceptions of how to reach the common goal.

In order to make internship the best learning, situation possible, the efficient use of time and the richness of the experience during the internship should be enhanced by mutual understandings and unity by people working in the program. The problem rests in the search for the answers to the following questions:

1. What are the suggested activities of the secondary-school internship expressed in publications and by inference by the college professors of the Department of Secondary Education who direct the program toward the professional experience goal?
2. How do other people working in the internship program perceive the suggested activities of the college professors?

3. What is the perception of the suggested activities of the cooperating personnel: individually, as groups, and collectively?
4. What are the reasons for the differences of perception of the approved list of activities:
 - a. among those who differ the most?
 - b. among those who differ the least?
5. What means of improvement of communication may be discerned through the analysis of the collected data?
6. What may be recommendations to improve communication between the College of Education and the cooperating public schools, based upon the analysis of this study?

Definition of Terms

The following terms are defined with respect to the frame of reference in which each one is used in this study:

AACTE.--American Association of Colleges for Teacher Education.

Activities.--The duties, experiments, and endeavors in which all the interns engage during internship as a means of attaining the basic goal of the program.

AST.--Association for Student Teaching.

College coordinators (college professors).--The college representative exercising the general responsibility for supervision of each of a small number of interns.

Cooperating public schools.--Those schools willing to place interns among their ranks, in cooperation with the internship program conducted by the University of Florida.

Cooperating public school personnel.--The collective term used to refer to all persons working in the secondary-school internship program exclusive of interns and college professors.

Directing teachers (cooperating teachers).--In-service teachers qualified and willing to accept interns in cooperation with the secondary-school internship program of the University of Florida.

Evaluation.--The process of appraisal in an educational program to find the degree to which changes occurring in students represent growth toward the goal of the program.

Goal.--A quality, understanding, skill, or attitude, recognized by an institution and the related groups affected, as necessary and desirable in the teacher intern, and to which therefore, the institution and the other affected groups bend to develop or obtain in the teacher intern.

Intern.--The student registered in the teacher-education program of an institution, who is devoting full-time academic training for an academic semester, in a public school classroom largely, under the direct supervision of regular public school teachers and coordinators. Internship, or intern (teaching) program--the program of laboratory experiences in which interns are enrolled during the academic period as a full time assignment in the public schools under the direct supervision of public school and

college personnel. This program is entitled "Education 405, . . ." for the secondary intern of the College of Education, University of Florida.

Nondirecting teacher.--In-service teachers who are qualified but, for one reason or another, have expressed an unwillingness to work with interns. Reasons are most frequently personal.

Phase of the program.--A time period during the internship program set apart from another time period of the program by the differences in the activities, methods, probable working environment, and materials utilized. The Florida internship program has three phases--an initial, on-campus phase; a second, off-campus phase; and a third, on-campus phase.

Professional laboratory experience.--All contacts with children, youth, and adults which make a direct contribution to an understanding of individuals and their guidance in the teaching-learning process.

Public school administrators (cooperating public school principals).--Those public school administrators, (principals) willing to place interns in their schools in cooperation with the secondary-school internship program of the University of Florida.

Secondary-school internship.--The ten-week laboratory experience of EDS. 405, "Intern Teaching in the Secondary School," exclusive of the seminars.

Student teaching.--A period of guided teaching when the student takes increasing responsibility for guiding the school experiences of a given group of learners over a period of consecutive weeks.

TEPS.--National Education Association Commission for Teacher Education and Professional Standards.

Limitations of the Study

The limitations that follow indicate the extent of the research within the purview of this study:

1. The list of internship activities was formulated from published materials used by the Department of Secondary Education, College of Education, University of Florida.
2. Only the college professors teaching EDS. 405, "Intern Teaching in the Secondary School" were asked to approve the internship activity list.
3. The approved list was submitted to the enrollees of the EDS. 405 class of the spring semester of 1958.
4. The approved list was submitted to selected public school personnel (teachers and principals), equal or greater in number to that of interns in the study.
5. This study was not an attempt to solicit value-judgments on the internship activities themselves, but value-judgments on the relative worth for inclusion in the secondary-school internship program.

Basic Assumptions

The treatment of the data, the discernments of the conclusions, and the formulation of the recommendations

were made with the basic assumptions that follows:

Basic Assumptions

1. The quality of the over-all internship experience can be improved through a better understanding of what cooperating public schools are trying to do as part of the secondary school internship program.
2. The importance of the activities as a part of the ten-week phase of the secondary-school internship program is measurable by the instrument formulated as a part of this study.
3. The combined recommended activities of the college professors teaching EDS. 405 represent their collective thinking as a means to the goal of professional experience as perceived by the Department of Secondary Education, College of Education, University of Florida.

The Method Used

The analytical survey research method was used in this study. The means of the study involved the following steps:

1. A list of secondary-school internship activities based on the goals of the Department of Secondary Education which will be sanctioned by all members of the secondary internship staff was formulated.
2. The approved list of activities was submitted to selected groups for their expression of relative worth of each item as a part of the ten-week phase of the internship experience. These groups included:
 - a. selected public school administrators
 - b. selected directing teachers
 - c. selected nonparticipating secondary school teachers
 - d. total class of secondary-school interns of the Spring Semester, 1958

3. The responses to the submitted list were tabulated according to the following pattern:
 - a. responses of individual
 - b. responses of each selected group
 - c. the responses collectively
 - d. by any natural division inherent in the responses
 - e. by items on the list
4. Personal interviews and case studies were conducted to determine the reasons for:
 - a. great differences of perception of the approved list of activities
 - b. great similarities of perception of the approved list of activities
5. The data were analyzed for recommendations for improvement of the communication of the various groups working in the secondary-school internship program.

The Design

A list of internship activities drawn up initially through an analysis of the published materials used as evaluative criteria for internship grades by the Department of Secondary Education of the College of Education, University of Florida. The list of internship activities was submitted for approval to the college professors working in the secondary-school internship program. Those activities approved as desirable goals by the college professors directing the secondary-school internship formed the final list.

The refined and approved list was then submitted to selected directing teachers and administrators cooperating with the secondary-school internship program. A sample of

the secondary-school teachers, who had been asked but had expressed an unwillingness to accept an intern, was also included. The list of activities was submitted to one complete group of secondary-school interns.

Tabulations were made for analysis according to individuals, groups, and the collective body of participants. There were tabulations of the individual items in the list to analyze similarities and differences of emphasis on various activities.

Personal interviews and case studies were made to learn the reasons for the more extreme differences and similarities of the participating individuals and groups. Analyses of the interview data were made in light of the goal of the over-all secondary-school internship program. Means were then stated, based upon the findings, as recommendations for the improvement of communication between the College of Education and the public schools.

CHAPTER II

AN OVERVIEW OF THE FIELD OF THE PROBLEM

The internship program has been cited by members of the teaching profession as the most important phase of the professional preparation of teachers. The internship enables the pre-service teacher to practice the introduction of the material of his area of specialization, to evaluate the application of his general preparation, and to test the workability of his professional preparation. The pre-service teacher can apply method, content, and theory to real students in a real situation.

The professional preparation of most teachers has grown from an hour or more per week of practice teaching experience with a few students, to a comprehensive full-time trial period of from eight to ten weeks. During the phase of internship that is spent in the public schools, the pre-service teacher becomes an "in-service teacher," in effect, with expert guidance from the college personnel, the public school administrative and supervisory personnel, and the assigned directing teacher. The guiding personnel help the pre-service teacher to assume every obligation of the regular teacher within the limitations of legal responsibility.

Internship, or student-teaching, has long been considered an important part of the professional preparation of teachers. Since 1915 the proportionate number of teachers getting internship experience has increased greatly in the United States. There has also been an increase in the amount of time devoted to the pre-service laboratory experiences. Nagle states that "The development of the internship program of full-time long-term experiences represented a marked advance in this trend toward lengthening and making more realistic these pre-service laboratory experiences."¹

Internship has come to mean the experiencing of the entire professional situation. Physical education, English, dramatics, industrial arts, and other positions in the public school systems have more responsibility to them than the mere knowledge of the content with which the classes and the teachers are to be concerned. The complex picture of students, their activities, and the business of the school need to be experienced prior to entry into the profession of teaching to facilitate optimum performance from the very beginning of teaching. The variety of activities in which interns are enabled to take part while in the ten-week phase of internship, should be as rich as

¹L. Marshall Nagle, "An Evaluation of Student Growth During an Internship." Unpublished Doctoral dissertation, University of Florida, August, 1952, p. 15.

possible, with less concern for quantity of experiences.

The material of this chapter is directed toward:

(1) the national picture of internship standards, (2) the related studies in the secondary-school internship programs, (3) the published recommendations for internship activities, and (4) the need for this study.

The National Picture of Internship Standards

The American Association of Colleges for Teacher Education¹ outlined some of the basic objectives for internship programs from which suggestions for activities may be formulated in designing effective secondary-school internship programs. Among those stated as evaluative criteria, the following are interpreted as goals by which achievement may be planned to facilitate successful student teaching:

1. The intern should be provided with the opportunity to implement basic concepts of theory.
2. The intern should be permitted to study the practical value of his learned theories.
3. He should be permitted to check his understanding of theory while it is in action.
4. He should be able to identify needs--personal and professional.

¹Revised Standards for Policies for Accrediting Colleges, American Association of Colleges for Teacher Education, 1952, pp. 20-21.

5. He should be enabled to outline experiences which should be the basis for further study.
6. There should be an opportunity for the student to study his ability to guide actual teaching-learning situations.
7. To study and seek understanding of learners as individuals and as groups should be a part of his program.
8. He should become acquainted with pupils of different socio-economic backgrounds, abilities, and maturity levels.
9. He should examine, first hand, courses of study.
10. He should examine and use textbooks.
11. He should find, assemble, examine, and use instructional materials.
12. There should be some practice in setting up criteria for the selection of learner activities in the light of learner needs, interests, abilities, and experience.
13. He should practice helping children to set up objectives and plan effective methods of achieving desired goals.
14. He should learn to use evaluative techniques effectively.
15. There should be some experience helping learners to develop underlying principles with which to govern their personal and social habits.
16. The intern should have experience in helping learners to develop basic skills and study habits.
17. He should practice guiding learners in the functional use of fundamental fields of human knowledge.
18. He should get experience in the development of effective classroom organization.
19. He should have practice in selecting and using appropriate methods and materials of instruction.

As a broad criterion for a high quality of professional laboratory experience, the AACTE¹ describes the activities as a program which is:

1. A guided experience which makes a direct contribution to the student's understanding of individuals and competence in their guidance in teaching-learning situations.

2. An experience which requires the student's involvement in interaction with children, youth, and adults.

3. An experience which provides opportunity for the student to participate in activities of the directing teacher.

More generally stated for application within any secondary-school internship program:

There should be challenges.

There should be provisions for involvement.

Guidance and assistance should be provided.

There should be provisions made for intellectualization.

¹Teacher Education for a Free People, American Association of Colleges for Teacher Education, Oneonta, New York, 1956, pp. 184-85.

There should be some experiences which are satisfying.¹

The importance of actual and direct experience in the process of learning requires that the teacher education curriculum include provision for such experience. The professional activities of the teachers of today are so many and so varied, and assume such a unique character under the wide scope of situations, that direct experience with an "in-service" teacher in such activities is most important. The need for direct experience is more than the cooperative co-teaching that often is cited as of tremendous value. There is the direct experience in developing creativity, flexibility, and understanding. The use of the skills of a teacher requires wise timing, thoughtful application, and planned expansion. The direct experience for the intern-teacher is called the professional laboratory experience. These laboratory experiences should provide:

1. An opportunity to implement basic concepts and ideas discussed in college classes that the student may study the pragmatic value of the theory and check his understanding of the theory in action;

¹American Association of Colleges for Teacher Education, "Recommended Standards Governing Professional Laboratory Experiences and Student Teaching and Evaluative Criteria." A Report of the Subcommittee to the Committee on Standards and Studies and Member Institutions, 1949, p. 4.

2. Help for the student in seeing his needs (both personal and professional) and outlining experiences which should be included in his further study; and
3. An opportunity for the student to study his ability to guide actual teaching-learning situations.¹

In a report prepared by the Subcommittee on Student Teaching,² of the North Central Association, the student-teaching experiences were described as most desirable when tailor-made for each student. The various activities, however, should include observation of several classes, then gradual entry into teaching. The entry into teaching should start with one class and gradually grow into the full-time experience. The report states that there should be opportunities for the student teacher to visit some classes, and perhaps do some teaching outside his major teaching field, and to participate in activities such as:

1. The pupil-activity program of the school
2. Faculty meetings and those of professional organizations
3. Supervision having to do with the school-yard, hallways, and study hall
4. Routine tasks expected of teachers of administrative and clerical nature
5. Parent-teacher conference

¹"Some Guiding Principles for Student Teaching Programs," North Central Association Quarterly, 32: 193-96, October, 1957.

²Ibid.

6. Activities of the community of the school

Scherfenberg described the early program of student teaching in Minnesota as one which emphasized, chiefly, learning to teach subject matter effectively. Since that beginning a hundred years ago, through the cooperation and help of the AST, AACTE, and the TEPS, the teacher education institutions of Minnesota have moved into full-time student teaching with goals commensurate with those held by the National Education Association, such as:

That provision be made in the student teaching period for experiences encompassing as much as possible of the total work of the teacher.¹

The Association for Student Teaching is currently formulating a set of goals and activities on which to base the various functions of the internship experience. Dr. Alfred C. Moon,² Executive Secretary of the AST, has indicated that an ad hoc committee has been assigned to work on this phase of the statements issued by the organization.

¹Laura Scherfenberg, "A Hundred Years of Student Teaching," Minnesota Journal of Education, XXXVIII, No. 8 (March, 1958), 17-18.

²Alfred C. Moon, Letter dated March 7, 1958 to W. R. Pickens, University of Florida.

Related Studies

Other studies of internship programs are varied in depth as well as scope such as a study of effective off-campus student-teaching by Dickson.¹ He reports that the growth of public school directing teachers and the cooperating public schools cannot be compelled. Every endeavor should be made to bring about the cooperation of the directing teacher and the public school with the policies, beliefs, and attitudes of the teacher education institution. Effective human relations practices on the part of the student-teachers, college coordinators, and teacher education administrators are the means by which this can be accomplished.

Student-teachers should realize that they too have a role in initiating good human relationships consisting primarily of adopting an attitude which is humble, willing, respectful, inquiring, and realistic in their work with directing teachers and college coordinators.

College coordinators should be aware that their role in effecting harmonious human relations involves intelligent and democratic leadership. The college coordinators should (1) establish good communication in teaching situations, (2) help provide direction for personnel,

¹George E. Dickson, "The Crux of an Effective Off-Campus Student Teaching Program," Educational Administration and Supervision, 39: 139-46, March, 1953.

(3) offer guidance to interns and (4) offer sympathetic understanding with problems. Classrooms should be visited regularly and initiative be taken in helping to schedule meetings and conferences. College coordinators should be careful about statements which may offend others. The exhibiting of cooperative, humble, respectful, and willing attitudes in their relations with interns and directing teachers is most necessary. Too frequently the college coordinators tend to be "prima donnas," who know and tell all the answers in teacher education.

Dickson further states:

Administrators of teacher education programs, from the departmental level to the final officers responsible for official policies, should realize what their role in establishing good human relations includes. The following points seem suggestive:

1. A complete understanding of all the facets of teacher education is needed in order that no one portion of a program subordinates another in thinking or action. The knowledge and practice of good human relations techniques is fully as important as the knowledge and teaching of subject matter.
2. Students should be adequately prepared for practice-teaching situations by fully implementing educational theory with practical methodology.
3. Instruction in the art of maintaining friendly, effective human relationships in teaching situations might be possibly offered.
4. A supervisor should be given a reasonable work load in order that he may accomplish his full supervisory role.
5. The factors causing difficult and satisfactory human relationships must be recognized in all educational programs, and sincere study of these factors should be promoted.

None of the above three groups should impede the rich learning experience existent in student-teaching programs. The final goal should be the continued improvement of teacher education.¹

The College of Education, Bowling Green (Ohio) State University,² has developed a student-teaching program which reached the experimental stage in the second semester of the 1944-45 school year. "Student teaching and certain of the methods courses in the elementary-teacher-education program were concentrated in one semester, with an attempt being made to integrate theory and practice." This program has long since passed the experimental stage, extended beyond the elementary level, and is now predicted on the theory that:

The real test of any program of teacher education is to be found in the competency of the student completing it. On the pre-service level, potential competency can be demonstrated best in a student teaching situation which provides opportunity for the student to secure experiences of the type that are common to teachers in service.. It is not enough that the student be competent merely in his field of specialization. He must be aware of the crucial demands which are made on the teacher, and he must be able to assume responsibility in meeting these demands.³

¹Ibid., pp. 145-46.

²H. Litherland, "Bowling Green Plan for Student Teaching," School and Society, 72: 164-66, September 9, 1950.

³Ibid.

The value of the theory courses is great, as is the discussion of hypothetical problems and the observation of practicing teachers. These activities, however, cannot take the place of participation.

It is not required that the student devote all of his time to classroom instruction. The amount of actual teaching required will depend on student progress and need. The opportunity for variety in experience is important. It is expected that the student will share responsibilities both in and out of the classroom. Types of experience that students are expected to receive include: work with home-room groups; supervising study hall; participation in school activities; library work; preparing, administering, and interpreting tests; developing and keeping individual and group records; preparing instructional units; conducting excursions and field trips; counseling with individual pupils; helping with reports; visiting homes of pupils; attending faculty meetings, working with faculty committees¹

In a study of student-teaching activities Weber indicated

The first step in the process was to survey the literature to identify current opinion and practices regarding recommended goals and the specific means of attainment. The question to which answers were sought was 'What is the specific role(s) of student teaching in the preparation of a topflight teacher, and what activities are thought necessary to fulfill the role?'²

¹Ibid., p. 163.

²Robert A. Weber, "An Inventory of Student Teaching Activities Encountered During One Semester of Student Teaching," Educational Administration and Supervision, 43: 302-310, No. 5, May, 1957.

Numerous answers pertaining to the question were gleaned but few, if any, were specific. Generalizations such as 'Student teaching should provide experience in working firsthand with children,' or 'Student teachers should do everything the regular teacher does' were rampant. Suggestions about how to accomplish these goals were relatively few. For instance, of the myriad means of working firsthand with children, which offer opportunities to continuously deepen insights and which of the many specific activities the student teacher could undertake would insure the greatest development?¹

Weber was led to his study due to the paucity of the literature dealing with the problem. Prospective teachers had been enrolling in courses for student-teachers for years, but there was no evidence of what actually was done by them. His study is essentially an assessment, or inventory as he calls it, of 279 activities encountered by the student teachers in the laboratory experience.²

Some of the activities in which the student teachers engaged were:

1. Took attendance
2. Collected money
3. Passed out paper and/or supplies
4. Put up bulletin board
5. Arranged special interest corner or display
6. Cared for sick or injured child
7. Conferences with teacher

¹Ibid., pp. 302-303.

²Ibid., p. 304.

8. Conferences with school nurse
9. Conferences with school principal
10. Yard duty with resident
11. Yard duty without resident
12. Corrected workbooks
13. Corrected daily papers
14. Collected data and made sociogram
15. Read special report about specific child
16. Cleaned up room at end of day
17. Cleaned materials used
18. Cleaned blackboards
19. Observed lesson being taught by resident teacher
20. Observed opening exercises
21. Observed teacher handling difficult discipline problem
22. Wrote daily lesson plan
23. Prepared duplicated seatwork
24. Selected books from the library
25. Attended school staff meeting
26. Attended Parent-Teacher Association meeting
27. Attended workshop or institute
28. Helped children individually in their seats
29. Read story to children for recreation

The general areas of activities were classified as:
classroom administration, classroom management, conference,

duty, evaluation, guidance, observation, planning, professional, and teaching. Weber continues with the following description:

As the minute details of the student teaching activities portrayed by the study are perceived, one cannot help but speculate about the appropriateness of the activities to produce insightful, competent teachers.

The extent to which the activities described prepare the neophyte to assume a teaching position is, of course, a matter of speculation. On the surface, however, it would seem an optimum program would include experiences with more or less routine duties of classroom operation and, as proficiencies were acquired in these tasks, less emphasis be given them. And as emphasis was reduced in this facet of the training, a new emphasis requiring greater insights, such as cumulation and study of data pertinent to guidance roles, might be added until some proficiency was attained. Emphasis at this time might be shifted to acquiring skills in evaluation, parent contacts, community structure and resources, . . .

The professional teacher is expected to possess all of these qualities in some degree and one must ask, 'Where are these skills acquired?' Certainly the rudiments, at least, should accrue from the pre-professional experiences. To focus attention on the routing duties of teaching, such as correcting papers and teaching of certain subjects, to the exclusion of tasks requiring greater insights or different proficiencies, seems to offer the trainee a rather one-sided approach to a many-sided problem.¹

Weber, as supervisor of the San Rafael Schools in California, sought to formulate a handbook for use in the internship program of his system. The importance of knowing the character of the activities which could lead to the goals for which the program existed was the summation of his study.

¹Ibid., pp. 309-310.

Criteria by which the findings of the study might be evaluated are not in existence so one is forced to use opinion as a means of drawing conclusions. As further work in the area of student teaching emerges, it is possible some form of criterion will be evolved. At present, however, only personal value-judgments seem to be available.¹

Although Weber's study does not purport to be anything other than an inventory of student-teaching activities and concomitant factors, he does suggest that the need for further study of activities has been pointed up in such areas as:

1. The evaluation of the nature of the activities listed to determine the extent to which they may contribute to producing skilled teachers.
2. A searching look at the sequence of activities and the point at which they are introduced into student teaching.
3. An identification of the factors involved in producing the variabilities manifested in the nature of the activities undertaken and the time spent by individual students.
4. A very careful investigation aimed at determining the relative merits of two placements for student teaching.
5. A duplication of the present study using a sufficiently large representation sample to insure the validity of the results.²

In a study of internship for teachers by Bishop³ statements of purposes were included in questionnaires to

¹Ibid., pp. 464-65.

²Ibid., p. 465.

³Clifford L. Bishop, "The Purposes of Teacher Internship," Educational Administration and Supervision, XXXIV (January, 1948), 35-43.

two groups--thirty-six specialists in teacher education, and 107 superintendents, principals, and teachers in schools where teacher internship had been tried. Fifty-nine teacher-education institutions, representing all regions of the United States were asked to list the purposes of their programs.

Bishop compiled a list of thirty-three possible purposes of internship, submitted the list to a jury of teacher-education experts for relative importance ranking, and interpreted the results as follows:

The theoretical purposes of a program of internship for teachers as outlined by the combined groups . . . are as follows:

1. To afford the prospective teacher a professional experience that could not be obtained otherwise.
2. To secure integration of theory and practice in the professional education of teachers.
3. To acquire an understanding of children.
4. To insure that the beginning teacher receives his first year's experience in a school situation conducive to professional growth.
5. To provide a scheme of teacher induction in which there is adequate and competent supervision at the time of induction.
6. To provide a better means whereby the intern may learn techniques of conducting a class by experiencing the best methods.
7. To develop a great confidence in the art of classroom management.
8. To help young teachers correct many errors in teaching before they become habits.
9. To test the young teacher's ability to integrate theory and practice when confronted by a real-life situation.
10. To develop in the intern a greater ability to apply a sound philosophy of education.

11. To provide a try-out period in which it can be determined whether the beginning teacher possesses the qualifications required of a good teacher.

12. To meet the needs for more thorough and extended work in supervised teaching otherwise impossible.

13. To provide a rapid development in use and understanding of good methods of teaching.

14. To permit a gradual induction and orientation into the work of teaching.

15. To broaden the overlook and sharpen the ideas of prospective teachers.

16. To meet the need for more thorough and extended work in supervised teaching otherwise impossible.¹

The representatives of the fifty-nine cooperating colleges gave the following as the most important purposes of programs of internship:

1. To assist prospective teachers in giving independence and ability as teachers in a natural and normal school situation under competent supervision.

2. To provide a gradual induction into teaching through the practical development of skills, understandings, and processes essential to success in teaching.

3. To give the prospective teacher a concept of the school functioning as an agent of society in its particular community setting and to give the prospective teacher a feeling that he is a functioning citizen thereof.

4. To provide the intern an opportunity to study, take part in and get the feeling of all activities and phases of teaching.

5. To integrate all preceding work in theory, subject-matter, and participation with actual practice.

6. To acquaint prospective teachers with children and how they develop physically, socially, emotionally and intellectually.²

¹Ibid.

²Ibid.

In an effort to design handbooks for student teachers, a study by Oesterle¹ was initiated with the idea of offering a flexible set of topics for the consideration of compilers of such handbooks. He made an extensive survey of textbooks, guides, handbooks, and periodical literature relating to student teaching. His survey revealed that while much had been written concerning handbooks for student teachers, the main characteristic in the literature was a lack of agreement as to what should be in the handbooks. There was some agreement that the handbook should serve as a reference tool, but he found little conformity detectable in the discussions of content.

There were forty authorities in teacher education, who were affiliated with the conduct of student teaching. They were requested to express themselves concerning certain aspects of an ideal program of teacher education and the value of including specified information in a student-teacher handbook.

A 50 per cent sampling was used of colleges and universities in the United States, which were engaged in teacher education, to get the thinking of student teaching program directors relevant to the content of handbooks.

¹Robert A. Oesterle, "The Content of Handbooks for Student Teachers," The Journal of Teacher Education, 8: 380-86, October, 1957.

Questionnaires were sent to 428 directors of student teaching in these institutions, and a 70 per cent response was obtained from these officials or their representatives.

William R. Sleeper¹ identifies the problem of securing enough of the high quality public school facilities as quite significant in the important and growing student teaching programs. When the public schools lack certain characteristics desirable for successful student teaching experiences, he recommends that courses be offered in the Supervision of Student Teaching. The communication lines must be built where they are lacking--not just painfully ignored and rationalized.

To secure the high quality in the public school facilities, the activities that should be made available need to be identified. What should the intern do during his ten-week stay in the public schools to help him to know the full character of the professional position he seeks? What are the specific activities in which he can engage to become thoroughly familiar with the roles of a teacher? What can the intern do to help him discover weaknesses and shortcomings on which to place more effort toward their removal?

¹William R. Sleeper, "Storm Warnings in Michigan Student Teaching," Peabody Journal of Education, XXXV, No. 4 (January, 1958), 228-34.

The Florida Teacher Education Advisory Council

states that

Teachers in the profession believe that student teaching helps the novice: (1) to see more clearly the purpose of education; (2) to synthesize his professional training with good practices in the classroom; (3) to acquire understanding and skill in human relationships, in democratic planning and policy making, in effectively organizing and guiding learning situations; (4) to become cognizant of his broad professional opportunities and responsibilities; (5) to become oriented to technical and routine school activities; (6) to develop confidence and emotional stability which contribute to professional competence; and (7) to identify his own strength and weaknesses in order that he may continue his own professional program more intelligently.¹

Wofford² edited a guide for beginning teachers, designed essentially for beginning elementary teachers, which offers many of the basic principles for any student-teaching program. Her criteria for the evaluation of the success of the interns are important in the observations of his ability to plan and make provisions for learning in terms of the interests of his students. He should understand behavior, place emphasis on actual living, rather than upon the subject matter of the course or the textbooks, and he should make community resources part of his teaching equipment. He should learn and use acceptable techniques for the evaluation of student growth.

¹Introduction to Internship, Florida Teacher Education Advisory Council, Tallahassee, Florida, 1948, pp. 228-234.

²Wofford, op. cit., p. 28.

The evaluation of the intern is thus made in light of his growth in working characteristics. The following areas are considered in that evaluation of his growth through experiences and growth in his working characteristics involved in the experiences:

1. Ability to observe and understand students; and keep records accordingly;
2. Make use of the community resources;
3. Take an active part in the school-community functions;
4. Work with students in large or small groups, inside or outside the classroom;
5. Participate in planning;
6. Improve teaching techniques.

The personal qualities which are evaluated are those that reveal the intern's growth in creativeness, working knowledge of subject matter, skill in using the scientific method, professional attitude, emotional maturity, and personal qualities.

The intern should experience growth through activities in:

1. Observing, studying, diagnosing, and record keeping;
2. Using the resources of the community;
3. Participating in school-community experiences;
4. Work in close association with students in large and small groups in and out of school;

5. Planning on a long-range basis and on a daily basis;
6. Improving teaching techniques for forming concepts, acquiring fundamental skills, building a scale of values, developing the social individual, working democratically with groups, living and learning creatively, and evaluating pupil progress.

The intern should show growth in working characteristics such as:

1. Creativity;
2. Knowledge of subject matter and willingness to increase this knowledge;
3. Skillful use of the scientific methods of inquiry;
4. Attaining a constantly improving professional attitude;
5. Greater emotional maturity and stability;
6. Constant awareness of personal qualities for favorable impressions with students, colleagues, and patrons.

Conclusions Drawn from the Related Research

The reports and studies of activities for internship programs can be summarized in the following statements:

1. The activities used in internship programs have been designed for evaluation after the intern has completed his student teaching experiences.
2. Attempts to formulate handbooks for interns have been primarily concerned with general educational principles, and have neglected specific lists of

recommended activities for the secondary-school intern, directing teacher, and college coordinator.

3. There is a need for constant re-evaluation of the basic goal and activities used as means for its achievement. The need is great for mutual understanding of all persons concerned of means by which the intern can best arrive at the understanding of the role of a classroom teacher and the nature of concomitant obligations.

4. More attempts need to be made in the direction of defining the goal of the internship, the activities which should be embodied in it, and the general areas of emphasis in which the intern should concentrate his efforts for optimum success.

5. There is a great need for better communication among the various persons concerned with each intern during his period of internship. The intern, directing teacher, the principals, and college coordinators should have closer contact for better planning, regular conferences, and fairer evaluation.

6. The internship programs tend to be broad all-inclusive ones of activity in which the intern is expected to do many things. Too little attention is given to the planning of specific activities which will mean the most for each intern. The program for each intern should be agreed upon by all of the persons working with that intern.

Constant and consistent reorganization should take place as the intern progresses.

The Published Statements about the University
of Florida's Internship Program

The secondary-school internship program at the University of Florida is operated, in the main, on tested principles that are published in several forms. A handbook for interns is formulated and revised each semester to serve the group of interns for which it is especially designed. Other handbooks, mimeographed pages, printed booklets, and published books are incorporated as teaching and learning materials for the ensuing program.¹

If students were to understand and participate in the out-of-school environment of children then it was necessary to provide opportunities for both. The off-campus centers have been selected for such experiences. All students participating in the new program will have fifteen hours of internship and will be assigned to different centers. These assignments will be approximately eight weeks in length. Each student will live in the community assigned him for internship, he will teach in the school located in the community, and he will participate also in all sorts of community activities. Except for hardship cases each student will be expected to live in the community in which he interns and become as nearly a part of it as possible.

The College of Education has had the closest cooperation from local school authorities in the establishment of off-campus centers. Not only have superintendents, principals and teachers agreed to cooperate, but they have actively participated in planning the program.

¹Introduction to Internship, Florida Teacher Education Advisory Council, Tallahassee, Florida, 1948, p. 1.

The faculty of the College of Education holds to the theory that the guidance of the student teachers and interns requires special supervisory skills not possessed by the average classroom teacher. Consequently, it is held that competency in these skills should be required before interns are assigned to the directing teachers. The College, therefore, proposes from time to time to provide courses in teacher education designed to assist directing teachers in acquiring skills in the induction of students into teaching.¹

The internship program functions more effectively and in the best interests of all concerned when there is a clear and definite mutual understanding of the involved relationships and responsibilities. To enable such understanding to exist, the specific responsibilities of each participating member such as the intern, the directing teacher, the public school principal, the county supervisor, and the college coordinator should be defined.

The primary concern of the directing teacher is for the pupils in his class. He makes sure that progress of his pupils is not hampered because an intern lacks readiness for meeting a particular situation.

In the first place, the directing teacher sees to it that the intern shows signs of readiness to 'take over' before he is given that responsibility. In the second place, he plans carefully with the intern and helps him anticipate problems in order to forestall serious difficulties which might otherwise arise. In the third place, when the intern is not able to handle the situation, he tactfully makes a suggestion as to how to proceed and, if necessary, takes charge.²

¹Wofford, op. cit.

²Wofford, op. cit., p. 1.

The various responsibilities of the public school personnel are described by Wofford¹ in terms of the needs of the intern. The directing teacher should help the intern by preparing the pupils for the arrival of the intern. The intern should be helped by the directing teacher to: get acquainted with the faculty, school plant, and the community; learn the numerous tools necessary for good instruction; provide opportunities for the intern to assume definite responsibilities from the beginning; and arrange for the intern to meet the state requirements for certification. Conferences with the intern should be held frequently and regularly as a joint undertaking between the intern and the directing teacher for the evaluation of growth. The directing teacher should reflect ethical and effective practices of working with people as a positive influence upon the intern. It is important for the intern to conform to the expectations of the community and the ethics of the teaching profession through the observation and guidance of the directing teacher. The recording of experiences during his internship should prove useful to the intern.

Wofford describes the responsibilities of the principal of the cooperating school as: being informed of the program and the progress of each intern; assisting in the

¹Wofford, op. cit., pp. 1-11, passim.

selection of the directing teachers; cooperating with the directing teachers for the enrichment of the experiences of the intern; preparing the faculty, student-body, and community for the acceptance of the intern as a working member of the school staff; avoiding exploitation of the intern; and providing opportunities for participation in the entire school program as a means of making the experience of the intern one which embraces the whole school program.

The responsibilities as outlined by Wofford include: sending the cooperating school qualified well-prepared interns; providing some type of recognition for the directing teacher to aid him in his professional education; placing interns with a qualified directing teacher in an accredited school; cooperating with the county and state departments of education; providing the directing teacher with a personal inventory of the intern prior to his arrival; providing for adequate supervision of the interns; assisting in the evaluation of the interns; making available the services of the consultants to the cooperating school and directing teacher; assisting the intern in borrowing materials to use in the cooperating school; and providing for periodic meetings of the university and cooperating school personnel involved in the intern program.

Need for the Study

"Learning through experience" is an expression which has been widely used in educational circles ever since John Dewey challenged the traditional methods of teaching almost sixty years ago.

Many earlier educators including Froebel, Pestalozzi, Rousseau, and Plato also emphasized experience. Just as Dewey clarified our understanding of the nature of the thinking process by showing that thinking originates in a problem situation and results in action and evaluation of the action, he also clarified our understanding of experience.¹

Direct experiences were designed . . . to enable the students to comprehend and judge better for themselves the theoretical formulations that were being presented in class; to sensitize them to the uniqueness of individual human generalizations regarding beings and communities and help them to guard against using mechanically, generalizations regarding either; and to develop in them feelings of ease, security, and competence in real situations.²

In the past, too many prospective and beginning teachers were so ill prepared for the shock of the actual experience that they backed into the work quite fearfully and often with unfortunate results for all concerned. Much has been done to correct this problem but further inventiveness is needed. Arrangements whereby teachers-in-preparation can work for at least a year with a competent teacher are being proposed. Trends toward individualized training adapted to the specific needs of the

¹Teacher Education for a Free People, American Association of Colleges for Teacher Education, Oneonta, New York, 1956, p. 183.

²The Improvement of Teacher Education, Commission on Teacher Education, American Council on Education, Washington, D. C., 1946, p. 93.

students are appearing. All these developments merit encouragement as means of recruiting able teachers, devoted to education.¹

The laboratory experience is the proving ground for theory, attitude, and philosophy. From the laboratory experience comes a new awareness of both accomplishment and need. The goals of this experience are perceived by many persons with respect to their understanding, experience, and interest. The many perceptions involved offer a variety of ways to perform for the intern seeking successful completion of the program.

The many roles of a teacher are difficult to learn in a synthetic system which is not primarily designed for actual public education. The intern perceives teaching in terms of his theoretical preparation and experimental background. The public school personnel have perceptions of the professional positions which preparation and experience tend to illuminate. The college coordinators tend to visualize a real public school situation which can serve as a laboratory experience intermingled with actuality in challenge to the intern. All of these perceptions are cast upon the college student and he must interpret each in his own world of thinking for purposes of successful performance in internship.

¹"Meeting the Problem of the Teacher Shortage," Vital Issues in Education. Report of the Twenty-first Educational Conference sponsored by the Educational Records Bureau and the American Council on Education, p. 128.

There is a need to identify and verbalize some basic activities which can be universal in understanding upon which all the forces concerned can predicate their actions. To improve the perceptions of the program an explicit goal should be identifiable with respect to the entire experience provided in the internship.

It seems only common sense that, in off-campus internship, the public schools selected for internship should be brought into a very close working relationship with the teacher-education institution if the experiences and the quality of experiences desired can be expected.

The working relationship must be year-after-year and involve the total school system, not a teacher occasionally as we have a student to assign to him. Also, the general college faculty and the public school faculty must become acquainted, understand the programs of each, and establish a working relationship that will enable one to go to the other with requests.¹

Because evaluation is guided by that which is to be evaluated, both "the intern and the directing teacher should view their goals and know what they are working to achieve."²

If the internship program is to be maintained and improved as an instrument for the training of

¹Dwight K. Curtis, "World-Mindedness Through Teacher Education in Professional Laboratory Experiences," AACTE Tenth Yearbook, 1957, pp. 190-92.

²J. W. Wrightstone, "Measuring the Attainment of Newer Educational Objectives," Sixteenth Yearbook of Department of Elementary School Principals, pp. 493-501.

the prospective teacher, it becomes increasingly necessary for those who are responsible for the direction of the internship program to chart wisely the development of the program through review of its goals and the evaluation of its achievements in attaining the desired goals.¹

One AACTE Study Series states that:

Teacher education programs in the United States are operating in institutions characterized by a considerable diversity of patterns of organization and administration. These patterns have their bases in chance and tradition and have gradually developed expediently to meet immediate needs within differing institutions. Despite the attention devoted to the organization and administration of teacher education, many phases of this operation are unaided by significant research.

If the various patterns of institutional organization to conduct teacher education programs are to become more than those determined by chance and tradition, penetrating research needs to be done in the following areas: . . . practical guides and principles for inaugurating, operating, and modifying institutional organizational patterns.

The general status of evaluative research on laboratory experiences, both student teaching and internship type, cannot be regarded favorably. This status is due historically to the lack of interest in the area until quite recently, and also to the real difficulty of doing reasonably conclusive research in such a diverse and varied field.

A new surge of interest in this area has appeared within the last few years, perhaps five or six, and studies have begun to appear which are more important. Some suggested topics for research (include): Objectives, content, and scope of internship and apprenticeships in teacher education programs.²

¹Nagle, op. cit., p. 1.

²"Needed Research in Teacher Education," AACTE Study Series, American Association of Colleges for Teacher Education, Oneonta, New York, 1954, p. 19.

The findings of experimentation and experience in internship programs, according to Rucler, should be periodically analyzed, evaluated, and called to the attention of the teaching profession. Surveys of a critical nature are very important if the institutional programs and the development of professional standards are to be continuously improved. The other areas of the teacher education are reflected in the internship. "Enrichment in the program of student teaching or the other laboratory activities of the professional curriculum has, in fact, done more to focus attention on the problems of reorganization in the professional sequences than any other single factor in the past 20 years."¹ The current needs for courses in education which are more realistic and functional will ultimately bring observation, participation, and internship more prominently into the foreground.

Merriman and Grim¹ have indicated that when working with children, educators have applied the principle of individualized instruction, but there has been a slowing down in making the same application in the internship programs. Such questions are raised as:

¹W. Ray Rucler, "Trends in Student Teaching--1932-1952," Journal of Teacher Education, 4: 261, 1953.

²Pearl Merriman and Paul R. Grim, "Needed Research and Experimentation in the Evaluation of Student Teaching," Twenty-eighth Annual Yearbook of the Association for Student Teaching, 1949, pp. 131-41.

1. Who shall decide what experiences are needed by the intern?
2. How valid is the judgment of the intern in selecting the activities in which he is to engage?
3. What are the factors that will influence the selection of activities and his guidance?
4. What proof is there that an intern who has had a program planned particularly for him will be a better teacher than one who has not had one so well planned?
5. What proof is there that the intern will apply the same principle to his teaching after his studies are completed?

The development of internships as an aspect of the pre-service preparation of teachers has paralleled the movement towards professional education itself. The organization of programs of internship in the United States, as described by Stiles,¹ has been closely related to the growth of the normal schools throughout the past hundred years and to the organization of departments and colleges of education in universities since the turn of the century. Currently, many institutions that prepare teachers include internship as a requirement of the professional preparation for teaching. In addition, the certification requirements in the various states more frequently include internship as a stipulation than any of

¹Lindley J. Stiles, "Student Teaching and Internship," Encyclopedia of Educational Research, Walter S. Monroe, ed. (New York: The Macmillan Company, 1952), pp. 1362-67.

the other courses in professional education. Experienced teachers consistently rate internship as the most valuable part of the pre-service education provided by the colleges and universities. He further states that the research that is concerned directly with internship programs has been essentially of two types--surveys of existing practices, and experimentation to demonstrate the superiority of procedures, techniques, and organizational patterns. Recently, more emphasis with regard to the content of the internship programs include: efforts to include activities which will serve to acquaint interns with community resources and with methods of studying and solving community problems; the study of child growth and development; cooperative living with fellow-interns, directing teachers, college coordinators, and students; the diagnosis of student needs; the guidance of student activities; evaluation of student growth, curriculum study; and the profession of teaching and its organizations. Experimental studies are needed that can ". . . the relative contribution of various student-teaching experiences--child study, observation, participation, teaching, community study, and the like--to the development of particular kinds of teaching effectiveness."¹

The Association for Student Teaching has stated

¹Ibid.

several general principles on which an internship should operate along with suggested areas for further study. Foremost among the statements was the emphasis that no system of appraisal is equally useful in all of the varying situations, and should warrant great caution against the arbitrary application of such techniques. Those techniques should be devised to assess progress toward established and identified goals that are understood and accepted by all of the participants of the activity. The area ". . . is worthy of our consideration for research and experimentation."¹

During the research process of this study, the Association for Student Teaching was contacted for a statement of basic objectives representing the beliefs of that learned body. A letter² of reply indicated that none such objectives had been adopted, and that an ad hoc committee would be established and set upon the task forthwith.

The stipulations of the college catalogue of the University of Florida with respect to the requirements of internship relate only to the time involved, and the passing grade attained. The statement reads:

¹The Evaluation of Student Teaching, 1949 Yearbook of the Association for Student Teaching, Lock Haven, Pennsylvania (Ann Arbor, Michigan: Edwards Brothers, Inc. 1949), p. 65.

²Moon, op. cit.

He must also complete college and certification requirements for a broad subject or field of specialization (ordinarily 30 or more credits) with a 'C' average in the field.¹

The State Department of Education certification requirements with regard to internship read:

Practical Experience in Teaching

The applicant must have fulfilled one of the following plans for obtaining actual classroom experience:

Plan 1. He must have served in a college internship program approved by the Department. The internship should not carry less than 6 semester hours.

Plan 2. He must have at least 6 semester hours of supervised teaching. (The 6 semester hours interpreted to include not less than 160 clock hours with the student in full charge of the class for at least 100 clock hours.)²

¹University of Florida College Catalog, 1957-58, pp. 184-85.

²"State Board Regulations Relating to Florida Requirements for Teacher Education and Certification," State Department of Education, Tallahassee, Florida, September 11, 1956.

CHAPTER III

THE PROBLEM OF DATA COLLECTION

Introduction

To help stabilize the varying conditions of the subjects of this study, all of the interns, public secondary school teachers, administrators, and college coordinators were questioned and interviewed during one and the same semester of the internship program, spring of 1958. The college coordinators that were to work in the secondary-school internship program of the spring semester of 1958 were called upon to react to the devised list of internship activities. This same list, which is the instrument of this study,¹ was submitted to the interns, directing teachers, and administrators with whom the college coordinators had direct contact.

The extenuating circumstances of a study of more than one semester would involve different directing teachers, different schools and administrators and a changed college staff. Thus, the limitation upon the time area was necessary. The college-coordinator-approved

¹See Appendix D.

list of activities was used during the same semester that the college coordinators were working with the public schools and evaluating the interns of this study.

The college coordinators and interns were surveyed at the University of Florida campus. The public school personnel were initially contacted by mail and later selectively interviewed in person for the case studies needed for data analysis.

Selection of the Subjects for the Study

All of the secondary school interns of the spring semester of 1958 at the University of Florida were included as subjects in the study. The public school administrators were selected at random, as were the non-participating public school teachers and combined with all the cooperating directing teachers to create a number of subjects not less than the number of interns in the study.¹

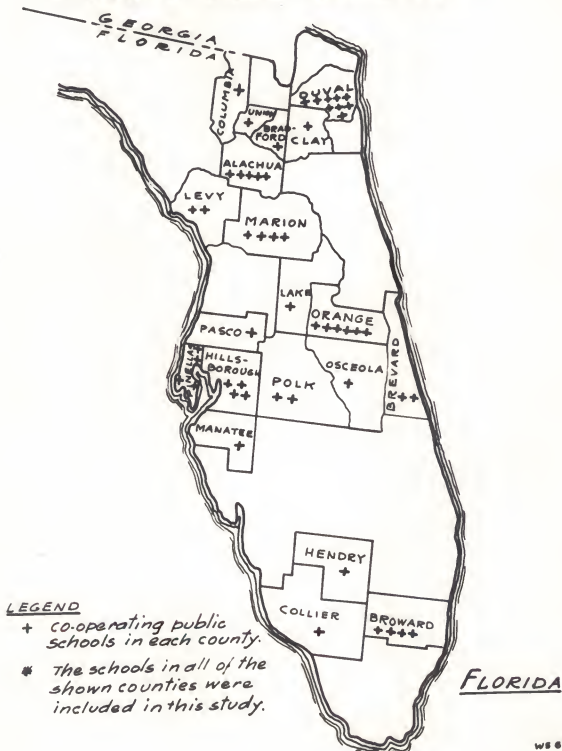
The list of internship activities was mailed to the obtained list of subjects with a self-addressed, stamped, return-envelope accompanying it.

The Bases for the Selection of the Follow-up Cases

All of the returned forms were arranged according to each group in the study: administrators, directing

¹See Map No. 1.

**SCATTER-MAP OF PUBLIC SCHOOL SYSTEMS
CO-OPERATING IN THE SECONDARY SCHOOL
INTERNSHIP PROGRAM SPRING 1958 ***



teachers, and nonparticipating teachers. Summary scores were tabulated for each person based upon the total of the assigned value that he gave each item in the questionnaire. The summary scores were arranged numerically from highest to lowest. The scores of the highest and lowest 12 per cent were then selected for case studies.

The highest scores represented those persons who rated the items on the activity list very high. The lowest scores represented those persons who rated the items on the activity list very low.

The summary scores were used for selection of subjects for the case studies only.¹ Other tabulations, later discussed, were made and used for various purposes.

The selected respondents, based upon their questionnaire summary scores were then visited in person at their respective schools. They were interviewed for purposes of later analysis and interpretation in light of the previously collected data on the activity list.

The Nature of the Case Study

The interviews were based upon certain questions which were intended as means of learning why the various selected persons reacted to the activity list as they did. The interviews included such questions as in Appendix C.

¹See Table 1.

CHAPTER IV

A DESCRIPTION OF THE SECONDARY-SCHOOL INTERNSHIP PROGRAM OF THE UNIVERSITY OF FLORIDA

Introduction

The secondary-school internship program of the University of Florida is ever-changing in light of the current character of the public schools, the latest tested theories of learning, and the perceived needs of each group of interns. Individual counselling is done with each intern for purposes of placement and guidance during his internship. The content of the seminars is designed to discover and to eliminate major weaknesses as seen and felt by the interns and their college instructors.

The cooperative student-professor planning of the entire semester of internship experiences is an outgrowth of many years of experimentation and alteration.

The Development of the Program

The internship program had its beginning in Florida as a result of the studies conducted by the Florida Teacher Education Advisory Council which was

organized in 1937 by the State Department of Education. The studies were to consider the general problems of teacher education. In the early years of its existence, as reported in an Advisory Council publication, the entire program of teacher education was approached from the standpoint of the certification laws and regulations. The decision was made that all prospective teachers ". . . acquire a first hand knowledge of the professional responsibilities and activities commonly connected with the work of teaching and in addition that they should develop in the performance of some of these activities under public school conditions."¹ The Advisory Council recommended that in order to meet these needs, student teaching be included among the certification requirements of the State of Florida.

Many institutions could not provide campus laboratory schools for internships. Those that could, had such large enrollments that it was impossible for all of the interns to get adequate experience working with boys and girls. The campus schools were different from the public schools, and did not offer the realistic character to the student teacher. The student teachers also were enrolled in college courses while attempting to complete

¹Introduction to Internship, Florida Teacher Education Advisory Council, Tallahassee, Florida, 1948.

their teaching experience, which limited the time devoted practice teaching to only part of the day.

In February, 1940, the Advisory Council responded to this situation by passing a resolution which recommended that an internship program be developed. Another resolution encouraged the setting up of an institution-wide committee for each college and university for the evaluation of each program of teacher education in relationship to the internship program and for planning improvements. Study committees were appointed and interns were actually placed in the public schools of Florida by several of the institutions during the 1940-1941 school year.

Since the beginning of the internship program, many important changes have been made in it by the Commission on Teacher Education of the American Council on Education. Some of the outstanding leaders in the field of teacher education were provided as consultants while financial aid for state and district conferences was furnished. By 1947-1948, every teacher education college had interns in the field, and only a small number of college students were doing practice teaching.

The Program Today

The secondary-school internship program at the University of Florida gives the student an opportunity

to assume increasing responsibility in classroom management guidance of a group of learners for a period of ten weeks under the direction of a regular classroom teacher. "Helping novice teachers in practical first-hand experiences with children and youth is the primary goal of the internship program," as described by White.¹

In further elaboration on the internship program of the University of Florida, White states that: "Working closely under the supervision of an experienced teacher provides many opportunities for the intern to develop skills in planning to meet the needs of children and youth, in studying their behavior, in directing their activities, in evaluating their progress, and in becoming acquainted with and using the community."²

Fifteen semester hours of credit, with one summary grade, is given for the secondary internship program. It is the only course in which a student may enroll during that semester. The course content includes 3 semester hours of secondary curriculum, 9 semester hours of student teaching, and 3 semester hours of special methods. This content is designed to meet the state certification requirements.

¹J. B. White, "Pre-Service Program of Teacher Education, University of Florida," Curriculum Trends and Teacher Education, 32nd Yearbook of the Association for Student Teaching, 1953, pp. 95-110.

²Ibid.

During the initial three weeks of the semester of internship, the secondary interns take part in activities which are intended to bring about a clearer understanding of the actual secondary school program and character. Areas of study are:

1. Professional ethics
2. The organization of subject matter
3. Special methods in subject matter presentation
4. Major duties and obligations of public school teaching
5. Discussion leading
6. Purposes of the public schools
7. The programs of the secondary school
8. Understanding the school-community relations
9. Motivation of groups and individuals
10. Making provision for drill and practice
11. The utilization of audio-visual aids
12. The location and use of resource materials and people

The interns attend two groups during the first three weeks of internship. The first group is designated the general methods group. This group is made up of interns who will be visited by the single college coordinator who will visit them in the public schools. General areas of method included in this part of the day include: school finance and law; professional organizations, professional

ethics, what will be expected of each intern personally, school accreditation, lesson planning, retirement, certification, and other topics of general interest to the group.

The second group is designated the special methods group. This group is primarily concerned with the subject-matter of the classroom. The interns are grouped according to their subject-matter major and are assigned an instructor who is a specialist in that particular discipline. The sessions are designed to treat subject-matter methods, materials, and problems. The interns see and do demonstrations having to do with introducing subject-matter, learning motivational techniques, organizing material for depth and breadth of coverage, and evaluation.

General assemblies for the interns are held several times before they go out to intern in the public schools. Special resource people are invited to make presentations of materials, techniques, and other informing helps for the preparing intern. The Extension Division of the University of Florida is called upon to explain the vast amount of materials available to the classroom teacher and the intern. There are laboratory periods for audio-visual aid displays and explanations, visits from the placement bureau to help the interns organize their credentials for prospective employers, and lectures by invited public

school principals, State Department of Education personnel, and county supervisors.

At the close of the first three weeks of the semester, the intern reports to the school in which he is to intern for the next ten weeks. He has visited the school prior to the beginning of the semester and is thoroughly familiar with the local school policies, has arranged for a place to live, and has met his directing teacher. The intern does not return to the University during the off-campus phase of his internship. He is visited by the coordinators of the intern program who arrange for regional seminars to discuss problems, assess progress, and make evaluations. The interns are visited four or five times by the college coordinators for planning with the intern and the directing teacher. There are also some visits made by the special methods instructor for purposes of evaluation and help.

During the time that the interns are out in the field, they are expected to live in the community, take part in out-of-school activities, help with school functions, and assist their directing teachers and administrators in responsibilities beyond the activities of the classroom and school-day. The entire picture of the obligations and responsibilities of the directing teacher, the students, and the school should be well understood by the intern at the close of his internship.

At the end of the ten-week phase of the internship, the intern returns to the University campus for three more weeks of seminar. During the final three weeks the interns organize notes and reports which they were gathering during the time away from campus. They also spend time in both of the groups that they attended before they left the campus. In these groups there is the primary concern of evaluation of the whole internship, which includes the seminars before and after the field experience. Problems that were met during the minimum 100 hours of teaching that each intern experienced are discussed and appraised.

Additional time is spent with the special methods instructors to go over methods of planning and working with students. The special methods sections discuss techniques and practices which proved successful and worthy of use in the classroom when they leave the University and take a teaching position in the schools.

The students are asked to evaluate the internship program at the close of each semester so that their suggestions may be considered in future planning and improvement of the program. The final three weeks of seminar are used to great extent to relate the theory of teaching to the practical application that the interns have been enabled to experience.

At the close of the internship, the college coordinators meet with each intern individually for final evaluation conferences. These conferences are followed by a general meeting of all the college coordinators for careful evaluation of each intern in light of his seminar and internship performance, his written reports and records, and his final conference and evaluation with his general coordinator. A summary grade for all the activities of the internship semester is recommended by each general coordinator for each of his interns at this general meeting. Upon general agreement of the committee, a final grade is assigned and sent to the registrar.

The Basic Goal and Specific Objectives of the Program

The development of better teachers is the basic goal of the secondary-school internship program of the College of Education of the University of Florida. Underlying that basic goal are several specific objectives which are intended to lead toward its realization.

The "Handbook on Evaluation"¹ lists five areas of growth which are the concern of all participants in the secondary-school internship program. The first

¹"Handbook on Evaluation," College of Education, University of Florida, 1958, pp. 1-11.

area of growth is entitled "Meeting Personal Problems."¹ Such qualities as evidence of energy, vitality, animation, and enthusiasm are included as specific objectives for each intern during his laboratory experience. The intern should show emotional maturity, have intellectual capacity and judgment, and maintain good social relations.

In the area "Understanding Children and Youth"² as a specific objective, the intern should learn to understand children and youth and display a warm personal interest for each one in his room. He should recognize the importance and influence of the peer-group, and constantly search for underlying causes of reactions of children and youth.

"Using Community Resources,"³ as a specific objective, requires that the intern look upon his getting acquainted with the community as a prime requisite. The intern should seek growth in developing cooperative, democratic relationships with the community; view the community as a potential laboratory; and be able to recognize local, state, national, and world problems which affect the community in which he works.

¹Ibid., p. 4.

²Ibid., p. 5.

³Ibid., pp. 5-6.

As further effort in becoming a better teacher, the intern should have an opportunity to explore the fourth objective, "Planning, Developing and Evaluating Effective Learning Experiences."¹ This area proposes that the intern play the role of guide and resource person. He should become skillful in initiating effective learning experiences and arranging attractive and informal classroom environment which tends to eliminate tension. In this area of growth the intern should become skillful in developing effective learning experiences and utilizing worthwhile purposeful activities. He should also become skillful in developing effective learning experiences and help learners to evaluate effectively.

In the fifth area of growth, "Developing Professional Attitudes,"² the intern should practice being just, courteous, and professional in his relations with the student, the home, and the community. The intern should help to promote the friendly and cooperative attitude that should exist among staff members. He should thoroughly acquaint himself with professional organizations, realize the need to be a continuous learner in his profession, and learn to be proud to have association with young people. When the intern is visited by the college coordinator,

¹Ibid., pp. 6-7.

²Ibid., pp. 7-8.

during internship, the directing teacher quite frequently discusses the progress of the intern in light of the following questions:

A. Meeting Personal Problems

1. Does the intern have energy, vitality, and enthusiasm?
2. Is he emotionally mature?
3. Does he have the necessary skills in oral and written English and legible handwriting?
4. Does he have competence in his subject matter?
5. How does he get along with students, faculty members, and others?
6. Does he seem sure of himself or does he show signs of lack of confidence?
7. Does he plan his work every day or is there evidence of lack of preparation?
8. Is he open-minded and willing to listen to suggestions?
9. Does he make a favorable impression by proper dress and grooming?
10. Does he have a pleasing voice, free from speech defects?
11. Is he poised, relaxed, and does he show presence of mind in emergencies?
12. Does he assume responsibility, or does he just wait for directions from the supervising teacher?

B. Understanding Children and Youth

1. How has the intern tried to find out about his students?
2. Does he seem to see the individual pupil and provide for individual differences?
3. Does he show evidence of an understanding of the problems of adolescents?

C. Using Community Resources

1. How has the intern studied the community?
2. Has he used any community resources in his teaching? What ones?
3. In what ways has he participated in community activities?
4. Does he show evidence of knowing where to secure varied materials for improving his teaching?

D. Planning and Developing Effective Classroom Experiences

1. Does the intern plan his work so that he can initiate the unit or activity with proper motivation? Can he relate new experiences to old?
2. Is he quick to pick ideas suggested by the students?
3. Does he develop good questions for tests? Does he use other means of evaluation?
4. Can he keep his vocabulary level down so that students can understand him?
5. Has he learned to lead a discussion and ask thought-provoking questions?
6. Is he forceful enough in guiding pupil behavior?
7. Does he have the necessary knowledge to inspire and challenge the superior students in class?

E. Developing Professional Attitudes

1. Is the intern just, courteous, and professional in his relations with the pupils, faculty, and parents?
2. Does he keep confidential information about pupils?
3. Is he careful about making derogatory remarks about the school, faculty, administration, or community?
4. How was the intern helpful to you, the directing teacher? to the school? to the community?¹

The specific objectives of the secondary-school internship program serve as guides during the constant surveillance of each intern in his laboratory experience. Periodically the intern and the directing teacher summarize the progress in the form of a "Progress Report"² for later reference and use in conference. Upon the

¹Ibid., pp. 8-9.

²See Appendix A.

completion of the internship, the directing teacher completes and submits a confidential "Summary Paragraph of Progress,"¹ to the college coordinator. The summary report is considered, along with other data and observations, in the final evaluation of each intern. The final evaluation of each intern is made in conference with each intern, and then a faculty conference comprised of all the members of the Department of Secondary Education of the College of Education of the University of Florida who work in the intern program during that semester of internship.

²See Appendix B.

CHAPTER V

THE OUTCOME OF THE STUDY

Introduction

The results of this study are much more significant in the perception of the writer in light of the characteristics of the respondents of the study--the interns, the directing teachers, and the public school principals. The treatment of the data and the report of the results were formulated with respect to the nature and character of the people involved in the secondary-school internship of the College of Education, University of Florida.

Description of the Class of Interns and Public School Personnel

The total group of secondary-school interns was used in this study, along with all of their directing teachers, and a selected percentage of the school administrators.

The interns numbered 100, with forty-one female and fifty-nine male students. The ages of the interns ranged from nineteen to forty-seven years old. The subject-areas in which each planned to intern included:

art, business education, core, language arts, mathematics, physical education, French, science, industrial arts, and social studies.

The students participating in the secondary-school internship program were college seniors or graduate students working toward certification or advanced degrees.

The directing teachers were in the same subject areas as the interns. All of the directing teachers were certified with no less than four years of college and a college degree. All of the directing teachers were teaching in accredited schools, and were teaching in fields in which they were professionally prepared. Little or no attention was given to the sex, age, or religion of a directing teacher, except in consideration of harmony with the intern with whom he was to teach.

The school administrators were contacted personally and noted to be certified, qualified, and willing to work cooperatively in the internship program.

Many of the directing teachers and administrators have taken the college course dealing with the directing of interns. Those who have not had the course are urged to do so for the effectiveness of working with future interns.

The Treatment of the Data

The responses of the interns and public school personnel cooperating in the internship program during the Spring Semester of 1958 were tabulated according to the group to which each person belonged--intern, directing teacher, administrator, college professor. The data were also tabulated according to each item in the instrument, the grouping of items in the instrument in areas of like nature, and the total instrument responses of all the personnel completing it. Groupings were made in subject-matter specializations and tabulated according to instrument item, instrument area of items of like nature, and total scores.

The data were treated statistically to determine the significance as it applied to the questions within the areas of this study. There were no attempts to assign actual value to the various activities. It was assumed that all of the activities were of some value at various times and places to each intern. The essential concern was with the relative value of each activity as a part of the ten-week phase of the secondary-school internship.

The data were treated to reveal as much as possible with regard to the various activities, the groups of teachers and interns, and the entire body of interns and and public school personnel. The total instrument scores

for each person were tabulated. The mean scores for each person, group, and area were computed through the use of the formula

$$\text{Mean} = \frac{\text{EX}}{\text{N}}$$

with EX = the sum of the raw scores and N = number of scores included.

The mean scores were used for determining the rank-orders of the various groupings made for analysis and comparison. The instrument of this study has 143 items which were ranked, by public school personnel and secondary-school interns, from a low mark of one, to the highest which was four. The mark that was assigned each item on the instrument was the respondent's expressed opinion of the relative worth of that particular activity as a part of the ten-week phase of the secondary-school internship program. The items of the instrument are arranged in six general areas.

The respondents to the instrument total 205, of which 100 were secondary-school interns. The remaining 105 respondents consisted of ninety directing teachers, thirteen principals, and two nondirecting teachers. The responses were arranged in major grouping according to teacher, principal, nondirecting teacher, and intern. The general groupings of teachers and interns were then

divided into subject-matter groups for analysis and comparison.

The following pattern was used in the treatment of the data:

Total instrument scores were placed in rank-order for analysis according to:
Public school personnel
Interns

Instrument area mean scores placed in rank-order for analysis according to:
Teachers
Principals
Interns
Comparison of the three

Instrument area mean scores placed in rank-order for analysis according to:
Subject-matter teacher-groups
Subject-matter intern-groups
Comparison of the two

Instrument item mean scores placed in rank-order for analysis according to:
Teachers
Principals
Interns
Comparison of the three

Instrument item mean scores of teachers, principals, and interns combined and summarized for analysis.

Instrument area mean scores of teachers, principals, and interns combined and summarized for analysis.

Case studies reported and analyzed to authenticate or disqualify extremely high and low instrument scores.

The Report of the Results

The summary scores of all the public school personnel responding to the instrument were tabulated and

arranged in rank order to ascertain the extreme scores at the high and low ends of the scale.¹ The highest possible score for the instrument is 572. The range of scores from the public school personnel were from 569 high to 339 low. These scores represent an over-all rating of the activities of the instrument as to their relative value as a part of the ten-week phase of the secondary-school internship program. The directions of the instrument suggest that there is the possibility that many of the activities included in the instrument might deserve greater emphasis in the ten-week phase of the internship program, while other activities might be practiced, learned, or emphasized at another time or place.

The total instrument scores of the secondary-school interns ranged from a high of 569 to a low of 368.² Their scores indicated a broad variety of levels of importance for the internship activities as did those of the public school personnel. Significant differences appear in later groupings and tabulations of items and areas. The general range of scores serves only to indicate that there is a similarity in the general perception of the interns and public school personnel in regard to the wide

¹See Table 1.

²See Table 2.

TABLE 1

TOTAL INSTRUMENT SCORES OF PUBLIC SCHOOL PERSONNEL

DT-569*	DT-511	DT-471
DT-564*	DT-510	DT-471
DT-562*	DT-508	DT-469
DT-560*	P -508	DT-469
NDT-556*	DT-506	DT-461
DT-555*	DT-505	DT-458
DT-553*	DT-504	DT-458
DT-547*	DT-502	DT-457
P -540*	DT-502	DT-455
DT-537*	DT-500	DT-454
DT-536*	P -494	DT-453
DT-532*	DT-493	DT-449
P -532	P -492	DT-446
DT-530	DT-492	DT-443
P -530	DT-492	DT-442
P -530	DT-491	P -437
DT-527	DT-490	DT-436
DT-527	DT-489	DT-434
DT-525	DT-486	DT-432
DT-525	DT-486	DT-429
DT-523	DT-485	P -429
DT-522	DT-485	DT-429
DT-522	DT-485	DT-421
DT-520	DT-484	DT-413*
DT-520	DT-483	DT-411*
DT-520	DT-483	DT-410*
DT-519	DT-480	DT-409*
DT-519	DT-479	DT-408*
DT-516	DT-478	DT-408*
DT-514	DT-477	DT-400*
DT-514	DT-476	DT-388*
P -514	DT-475	DT-388*
P -513	DT-475	DT-371*
P -512	DT-472	NDT-360*
DT-511	DT-472	P -339*

DT = directing teachers

P = principals

NDT = nondirecting teachers

*Subjects selected for personal interview and case-study.

TABLE 2

TOTAL INSTRUMENT SCORES OF SPRING INTERNS OF 1958

569	522	497	461
551	522	496	460
549	522	495	457
545	521	495	456
543	519	495	446
542	519	491	443
542	519	488	441
540	517	487	439
539	517	484	435
538	517	484	434
538	515	483	426
536	515	483	426
535	511	483	420
534	511	481	419
534	510	478	418
532	509	477	413
532	508	474	413
529	507	474	412
529	505	471	404
527	505	470	399
527	503	469	398
526	503	466	388
524	499	465	385
523	499	463	380
523	498	462	368

differences in all of the many activities that are suggested for the internship experience. Such activities as getting to know the school lunchroom supervisor, spending a day in the office of the principal, and taking part in community functions, are valued differently by various people included in this study. The general summary scores for the instrument indicate that most of the activities are important for the internship for most of the interns,

but all of the activities are not important for all of the interns. The differences of perception of the areas of the instrument, the items, the groups of interns, and public school personnel, and each individual need to be considered to discover where the secondary-school internship program participants perceive differently.

In summarizing the six areas of the instrument and placing them in rank-order¹ according to the directing teachers, the secondary-school principals, and the interns, it is possible to note the differences in value that are assigned to each specific area. There might have been a tendency to overlook items of little interest and to stress the other items, or vice versa. The general summary indicates present interests, not necessarily more valuable or less valuable areas or items in which the intern should engage for greatest possible enhancement during internship. There appeared to be certain trends, however, that warrant further interpretation and closer analysis.

The directing teachers and the interns show a greater concern for the area dealing with the meeting of personal problems, while the principals have ranked the development of professional attitudes first. This would suggest that each group is seeking development for the

¹See Table 3.

TABLE 3

RANK-ORDER OF INSTRUMENT-AREAS BY INTERNS AND PUBLIC SCHOOL PERSONNEL

Directing Teachers		Principals		Interns	
	Mean		Mean		Mean
A. Meeting personal problems	3.50	E. Developing professional attitudes	3.69	A. Meeting personal problems	3.55
D. Planning and developing effective learning experiences	3.49	D. Planning and developing effective learning experiences	3.50	E. Developing professional attitudes	3.46
E. Developing professional attitudes	3.38	A. Meeting personal problems	3.39	D. Planning and developing effective learning experiences	3.44
B. Understanding children and youth	3.28	F. Getting acquainted with the professional position and school operation	3.27	F. Getting acquainted with the professional position and school operation	3.39
F. Getting acquainted with the professional position and school operation	3.23	C. Developing relationships with the community	3.24	B. Understanding children and youth	3.35
C. Developing relationships with the community	2.78	B. Understanding children and youth	3.17	C. Developing relationships with the community	2.95

intern in the area of most immediate importance as the area is perceived by that specific group.

Planning and developing effective learning experiences, Area D of the instrument, is ranked second by the directing teachers and the principals, while the interns have given it a third position, under meeting personal problems first and developing professional attitudes second. All three groups have placed the same areas within the first three ranks, which tends to indicate a similar concern, though not alike, for those areas.

The directing teacher, working more closely with the intern, is likely to share and understand the problems which the interns encounter in meeting their personal problems through the activities in that area of the instrument. The principals work with the interns more on the same level that they work with their classroom teachers, and consequently are more aware of the needs and attainments in the development of professional attitudes.

The understanding of children and youth is ranked fourth by the directing teachers, sixth by the principals, and fifth by the interns. The proximity and nature of contact with students by the directing teachers and the principals suggest that the different ranks assigned to that area might vary. The interns, however, show a pattern in the ranking that they have given all of the areas from

the ones that touch them more personally as highest to the ones which deal with other people, and the effect they have upon other people, as the lowest. The period of adjustment which the intern experiences might cause him to perceive those activities which focus upon him the most as more important.

The directing teachers and principals have ranked getting acquainted with the professional position and school operation in fifth and third place respectively. The interns have placed the same degree of importance as the principals. This appears to indicate that the principals and the interns perceive the whole school, its program, and the student-body as one large unit, while the directing teacher perceives it as another area outside the classroom which should warrant less than major concern for the intern. The principals and the interns, as groups, probably make sweeping observations in light of their personal interests, as does the directing teacher in light of the interests in the classroom.

The area which deals with the development of relations with the community is assigned last place on the lists of the directing teachers and the interns. The principals have ranked it in fifth place among the six areas. The perception of each group with respect to this area would suggest that the importance that it is given

is in relationship to its importance to the group. The directing teacher is primarily interested in the students with a significant, but secondary concern for the community. The principal has similar concern for his obligation for to the students and the community, but his contacts with more of the community likely causes him to perceive community relationships as more valuable than the other members of his staff. The intern is working more closely with the directing teacher, and necessarily shares interests and concerns for the students and the community commensurate that directing teacher.

The rank-order of instrument-areas by the interns and the public school personnel reveals the variety of perceptions that begin to appear with regard to the learning activities of the intern as the probing gets more specific. The item-study later in the development of the data brings out much more specific differences in the groups and individuals.

The rank-order of areas according to a subject-matter grouping of directing teachers¹ and interns² reveals other differences of emphasis expressed by each. The directing teachers whose subject-matter interests deal with art, business education, mathematics, and

¹See Table 4.

²See Table 5.

social studies rank the meeting of personal problems highest on the list. The directing teachers whose subject-matter interests are industrial arts, language arts, and science rank the planning and developing of effective learning experiences highest. The physical education directing teachers place the development of professional attitudes above all the other areas. The differences in ranking of these subject-matter grouping suggests that one subject-area may tender less personal threat, or more opportunity for immediate adjustment for the interns than others.

Business education and mathematics extend challenges of skill to the student, with perhaps less concern for group coherence and endeavor. Industrial arts, language arts, and science are very general and broad subjects of study and often entail projects, activities, group-work, and class functions which possibly appears to have a duplicity of purpose to the directing teacher working with an intern. Certainly the methods that are used in the teaching of these various subject-matter areas differ and incorporate different challenges for each intern. The directing teacher may follow a textbook quite closely in one subject, while another directing teacher in the same subject may use a text very little if at all.

To assign specific significance and explanation to all of the variations of the area ranking would be forced interpretation, if not untrue.

The directing teachers in the subject-matter grouping unanimously ranked the development of relationships with the community last. Getting acquainted with the professional position and school operation was ranked next to last by almost all of the directing teachers, with only one of them ranking it above fourth place. These two areas are both outside the classroom, and are likely perceived by the directing teacher to be somewhat outside the time-limitations for the general enhancement of the interns. The consistency of the agreement on these two instrument areas by the directing teachers indicates that they would most logically emphasize the importance of other activities for the interns during the ten-week phase of the secondary school internship.

Area B, understanding children and youth, was ranked third by the industrial arts and science directing teachers. The art, business education, and social studies directing teachers gave it a fourth place position, and the language arts, mathematics, and physical education directing teachers giving it fifth place. The degree to which the classes were subject-matter-centered or student-centered might be reflected by these collective responses.

TABLE 4

SUMMARY AND RANK-ORDER OF AREAS AS PERCEIVED BY
SUBJECT-MATTER GROUPED DIRECTING TEACHERS

<hr/> <hr/>						
Instrument	Art directing teachers					
Area	A	E	D	B	F	C
Mean	3.81	3.77	3.69	3.62	3.37	3.03
Instrument	Business education directing teachers					
Area	A	E	D	B	F	C
Mean	3.76	3.76	3.68	3.62	3.51	3.04
Instrument	Industrial arts directing teachers					
Area	D	A	B	F	E	C
Mean	3.62	3.40	3.35	3.27	3.22	2.44
Instrument	Language arts directing teachers					
Area	D	A	E	F	B	C
Mean	3.59	3.55	3.49	3.33	3.25	2.92
Instrument	Mathematics directing teachers					
Area	A	D	E	F	B	C
Mean	3.67	3.67	3.57	3.37	3.35	3.14
Instrument	Physical education directing teachers					
Area	E	A	F	D	B	C
Mean	3.48	3.42	3.34	3.32	3.14	2.52

TABLE 4--Continued

Instrument	Science directing teachers					
Area	D	A	B	E	F	C
Mean	3.37	3.27	3.20	3.20	3.11	2.85
Instrument	Social studies directing teachers					
Area	A	D	E	B	F	C
Mean	3.48	3.40	3.39	3.21	3.10	2.70
Instrument	Miscellaneous directing teachers (French, core, driver education)					
Area	E	D	A	F	B	C
Mean	3.49	3.42	3.41	3.34	3.25	2.51

Instrument areas:

- A - Meeting personal problems
 - B - Understanding children and youth
 - C - Developing relationships with
the community
 - D - Planning and developing effective
learning experiences
 - E - Developing professional attitudes
 - F - Getting acquainted with the
professional position and school
operation
-

The directing teachers, in thinking of the internship as a laboratory experience for the intern, may have felt that the intern would do a better job of understanding children and youth after he had solved his own problems of personal and professional nature. The responses to the instrument of this study indicate a close concern for the experiences of the intern, despite the variety of values placed upon the areas and items by the individuals and groups of the public school systems.

The interns, when grouped according to subject-matter interests,¹ showed a great similarity in the ranking of the instrument areas A and C; meeting personal problems, and developing relationships with the community. Area A was ranked the highest, while C was ranked the lowest. The interns showed evidence of more serious concern for engaging in activities which would help them to meet personal problems which they must have perceived that they had or would meet. The items in area A of the instrument were activities which would permit the interns to test themselves in action and enable growth toward a role which was perceived as that of a teacher. The interns had been seeing themselves as college students, but they were seeking the appearance, rapport, and confidence of the

¹See Table 5.

TABLE 5

SUMMARY AND RANK-ORDER OF AREAS AS PERCEIVED BY
SUBJECT-MATTER GROUPED INTERNS

Instrument	Art interns					
Area	A	D	F	E	B	C
Mean	3.66	3.46	3.44	3.41	3.27	2.74
Instrument	Business education interns					
Area	A	F	D	E	B	C
Mean	3.87	3.83	3.77	3.69	3.55	3.36
Instrument	Industrial arts interns					
Area	A	B	E	D	F	C
Mean	3.58	3.53	3.53	3.45	3.36	3.10
Instrument	Language arts interns					
Area	A	B	D	E	F	C
Mean	3.61	3.49	3.47	3.44	3.29	2.83
Instrument	Mathematics interns					
Area	A	E	F	D	B	C
Mean	3.56	3.40	3.34	3.31	3.08	2.79
Instrument	Physical education interns					
Area	A	E	D	B	F	C
Mean	3.60	3.47	3.44	3.37	3.33	2.94

TABLE 5--Continued

Instrument	Science interns					
Area	A	E	F	D	B	C
Mean	3.44	3.41	3.20	3.19	3.18	2.55
Instrument	Social studies interns					
Area	A	D	B	E	F	C
Mean	3.44	3.38	3.36	3.35	3.29	2.97
Instrument	Miscellaneous interns (French, core, driver education)					
Area	D	F	E	B	C	A
Mean	3.47	3.44	3.40	3.29	3.27	3.21

Instrument areas:

- A = Meeting personal problems
 - B = Understanding children and youth
 - C = Developing relationships with the community
 - D = Planning and developing effective learning experiences
 - E = Developing professional attitudes
 - F = Getting acquainted with the professional position and school operation
-

role of teacher for which they were studying. To be able to focus their attention on other facets of the internship program and the program of the public school, they evidently needed to minimize their concern for their personal status. The development of relationships with the community was likely the most remote interest of the interns because it was the most removed from the actual school situation. This perception of the internship and the school parallels the ranking of area C, having to do with relationships with the community.

The industrial arts, language arts, physical education, and social studies interns ranked area F, getting acquainted with the professional position and school operation, fifth; and the art, mathematics, and science interns ranked it third. The other groups ranked it second. This scattering of area rank-order was similar to the relative value placed upon the other areas by the interns. The lack of any specific pattern consistent between any two or more like groups for area-ranking discourages any general interpretation.

The interns and directing teachers in their respective subject-matter grouping, by comparison, agree on their ranking of area C, developing relationships with the community. Both groups, in subject-matter and total grouping, place area C last in consideration of importance

of activities for the ten-week phase of the secondary-school internship.

The interns and directing teachers, in comparison, rate areas C, F, and B in the lower half of the six areas. Areas A, D, and E are rated in the upper half of the six areas by both interns and directing teachers.

No interns and directing teachers in the same subject-matter grouping ranked the instrument areas in the same order. The only similarity between the interns and the directing teachers of the same subject-matter grouping is in general high and low positioning of area-rank, with the exception of area C, which appears consistently last.

The social studies directing teachers and interns, however, both ranked areas A, D, F, and C, first, second, fifth, and sixth respectively. This is the closest agreement between any of the interns and directing teachers in subject-matter groupings revealed by comparison of the rank-order of instrument areas. This similarity might be attributed to the preparation of the social studies interns prior to their entry into the public school systems for their internships. They may have attained a similarity of purpose and understanding prior to internship which is more compatible with the directing teachers and the public school situation. The subject-matter with which they work

is more universal in scope and time than most of the other subject-matter courses, and might produce a likeness of perception about subject-matter content, current issues, and people. The many variables which may influence the perceptions of interns and directing teachers are too numerous to designate and assign to this particular pair of groups, but might justify further and deeper study.

The business education interns and directing teachers agree on the ranking of areas A and D, which they placed first and third. The mathematics interns and directing teachers placed area A first and area B fifth. The means scores for the areas by group-comparison differ enough to preclude any significant similarity other than possibly chance.

When the items on the total instrument were summarized, as marked by the directing teachers,¹ the rank order revealed that out of a possible 4 points for each item, the range of ranking extended from a high of 3.83 mean score to a low of 2.32 mean score.

The items on the instrument were marked by the respondents according to the following numerical ranking:

¹See Table 6.

TABLE 6

RANK-ORDER OF ITEMS BY DIRECTING TEACHERS

Item	Σ	M	Item	Σ	M	Item	Σ	M
133	345	3.83	94	322	3.57	26	290	3.22
111	340	3.77	118	322	3.57	75	290	3.22
66	338	3.75	14	321	3.56	45	289	3.21
68	338	3.75	37	321	3.56	25	289	3.21
114	336	3.73	49	321	3.56	86	288	3.20
20	336	3.73	92	321	3.56	22	287	3.18
103	336	3.73	3	320	3.55	128	286	3.17
126	336	3.73	51	318	3.53	130	286	3.17
132	334	3.71	12	317	3.52	29	285	3.17
50	334	3.71	91	317	3.52	71	284	3.16
42	333	3.70	16	316	3.51	123	284	3.16
140	333	3.70	30	315	3.50	47	283	3.15
82	332	3.68	43	315	3.50	53	282	3.14
110	332	3.68	99	314	3.48	44	281	3.13
112	332	3.68	63	313	3.47	97	281	3.13
117	332	3.68	10	312	3.46	9	280	3.12
6	331	3.67	67	312	3.46	138	280	3.12
84	331	3.67	11	312	3.46	81	278	3.08
101	331	3.67	5	311	3.45	8	278	3.08
104	331	3.67	139	311	3.45	41	277	3.07
105	331	3.67	72	311	3.45	52	277	3.07
141	331	3.67	46	310	3.44	61	277	3.07
2	330	3.66	119	310	3.44	19	274	3.04
108	330	3.66	1	309	3.43	125	272	3.01
115	330	3.66	21	309	3.43	27	270	3.00
77	329	3.65	96	309	3.43	40	268	2.97
69	329	3.65	134	308	3.42	48	266	2.95
70	328	3.64	28	308	3.42	137	266	2.95
95	328	3.64	79	308	3.42	57	265	2.94
90	328	3.64	15	307	3.41	73	265	2.94
13	327	3.63	32	306	3.40	74	260	2.88
113	327	3.63	89	305	3.38	136	259	2.87
102	326	3.62	23	305	3.38	24	258	2.86
64	326	3.62	62	304	3.37	18	256	2.84
116	326	3.62	131	304	3.37	17	253	2.81
4	325	3.61	135	303	3.36	124	252	2.80
83	325	3.61	54	303	3.36	39	250	2.77
120	325	3.61	7	303	3.36	35	249	2.76
76	324	3.60	122	298	3.31	33	248	2.75
65	324	3.60	107	398	3.31	34	243	2.70
31	323	3.58	36	297	3.30	59	240	2.66
78	323	3.58	85	397	3.30	56	231	2.56
93	323	3.58	88	296	3.28	55	230	2.55
109	323	3.58	129	294	3.25	127	221	2.45
98	323	3.58	80	294	3.25	58	212	2.35
100	323	3.58	121	292	3.24	142	212	2.35
106	322	3.57	143	292	3.24	60	209	2.32
87	322	3.57	38	291	3.23			

Essential

Fairly valuable

Of little value

<u>Essential</u> during the TEN-WEEK PHASE of internship in the school	4
<u>Fairly valuable</u> during the TEN-WEEK PHASE of internship in the school ...	3
<u>Of little value</u> during the TEN-WEEK PHASE of internship in the school ...	2
<u>Unessential</u> during the TEN-WEEK of internship in the school	1

The interpretation of the mean scores was made according to the following rank-interval:

<u>Essential</u> during the TEN-WEEK PHASE of internship in the school	3.26-4.00
<u>Fairly valuable</u> during the TEN-WEEK PHASE of internship in the school ...	2.51-3.25
<u>Of little value</u> during the TEN-WEEK PHASE of internship in the school ...	1.76-2.50
<u>Unessential</u> during the TEN-WEEK of internship in the school	1.00-1.75

The directing teachers, as a group, marked ninety-one items which have mean scores within the essential rank, forty-eight items whose mean scores are within the fairly valuable rank, and four items whose mean scores are within the of little value rank. The relative position of each item is more significant for individual item consideration, than the summary or mean scores which only reflect the fact that each item is deemed of some relative value by a few or many of the directing teachers.

The items which fall in the essential classification may be interpreted as the activities which should receive the greatest amount of emphasis by all the persons working in the internship program. This emphasis should be placed upon these activities during the ten-week phase

of the internship. The nature of the ranking was based upon that delimitation. The items ranked in the fairly valuable classification by the directing teachers merit attention during the internship; though, such activities should assume a secondary role to any others in the essential rank. The items which fall in the of little value category might well be activities which can be pursued prior to internship, following it, or at a later date when the interns become teachers and can more economically or effectively attempt such activities.

The rank-order of the secondary-school activities,¹ according to their relative evaluation by the directing teachers, places the following in the of little value classification: (Mean score less than 2.50)

- | | | |
|------|--|-------|
| 127. | Study an old yearbook to learn who's who | 140th |
| 58. | Visit in a few homes of students (with directing teacher) | 141st |
| 142. | Meet the lunchroom workers and dietician | 142nd |
| 143. | Take part in some community activities while there--fund drives, civic programs, etc. | 143rd |

The secondary-school principals ranked the items of the instrument from a high of 4.00 mean score to a low of 2.30 mean score.² There were 104 activities, which

¹See Appendix I.

²See Table 7.

TABLE 7

RANK-ORDER OF ITEMS BY PRINCIPALS

Item	Σ	M	Item	Σ	M	Item	Σ	M
82	52	4.00	12	47	3.62	43	43	3.30
111	51	3.93	3	47	3.62	137	43	3.30
112	51	3.93	11	47	3.62	44	43	3.30
42	51	3.93	4	47	3.62	123	43	3.30
13	50	3.84	7	46	3.53	23	43	3.30
16	50	3.84	10	46	3.53	92	43	3.30
51	50	3.84	28	46	3.53	25	43	3.30
113	50	3.84	62	46	3.53	53	43	3.30
81	50	3.84	64	46	3.53	63	42	3.23
83	50	3.84	66	46	3.53	17	42	3.23
114	50	3.84	76	46	3.53	36	42	3.23
115	50	3.84	79	46	3.53	38	42	3.23
116	50	3.84	91	46	3.53	41	42	3.23
117	50	3.84	97	46	3.53	58	42	3.23
134	50	3.84	119	46	3.53	124	42	3.23
140	49	3.76	120	46	3.53	142	41	3.15
135	49	3.76	131	46	3.53	71	41	3.15
133	49	3.76	132	46	3.53	60	41	3.15
125	49	3.76	141	45	3.46	57	41	3.15
126	49	3.76	101	45	3.46	45	41	3.15
109	49	3.76	98	45	3.46	37	41	3.15
110	49	3.76	99	45	3.46	30	41	3.15
103	49	3.76	85	45	3.46	27	41	3.15
104	49	3.76	87	45	3.46	15	41	3.15
93	49	3.76	88	45	3.46	5	41	3.15
2	49	3.76	89	45	3.46	31	40	3.07
1	48	3.69	78	45	3.46	72	40	3.07
6	48	3.69	65	45	3.46	74	40	3.07
20	48	3.69	52	45	3.46	102	40	3.07
50	48	3.69	75	45	3.46	130	40	3.07
69	48	3.69	46	45	3.46	136	40	3.07
84	48	3.69	26	45	3.46	29	39	3.00
90	48	3.69	9	44	3.38	40	39	3.00
100	48	3.69	21	44	3.38	48	39	3.00
105	48	3.69	22	44	3.38	24	38	2.92
106	48	3.69	32	44	3.38	73	38	2.92
107	48	3.69	47	44	3.38	8	37	2.84
108	48	3.69	59	44	3.38	54	37	2.84
128	47	3.62	61	44	3.38	55	37	2.84
122	47	3.62	80	44	3.38	33	36	2.76
68	47	3.62	86	44	3.38	35	36	2.76
121	47	3.62	94	44	3.38	39	36	2.76
118	47	3.62	95	44	3.38	56	36	2.76
77	47	3.62	96	44	3.38	127	35	2.69
70	47	3.62	129	44	3.38	19	34	2.61
67	47	3.62	138	44	3.38	34	32	2.46
49	47	3.62	139	44	3.38	18	30	2.30
14	47	3.62	143	44	3.38			

Essential

Fairly valuable

Little value

were ranked by the principal-group, with mean scores appropriate for the essential classification. The mean scores of thirty-seven activities indicated that the principal-group considered them fairly valuable. Only two activities, as items on the instrument, fell into the of little value ranking. Those two items were:

- 34. Help plan and conduct at least
one study trip 142nd
- 18. Make a seating chart for each of
the classes 143rd

The items which have the greatest amount of rank by the principal-group should receive more attention than the items which fall at the lower end of the scale. This is also true of the interpretation of the data derived from the directing teacher-group. The mean scores at the high end of the scale point up the internship activities which should receive more emphasis, while the other activities may be considered for individual incorporation. The rank-order of the activities, as determined by the principal-group,¹ generally coincides with that of the directing-teacher-group. The relative location of each item varies, but the general high, middle, and low portion of the range of scores finds them similar for the two groups.

The nonparticipating public school teachers, in ranking the items of the instrument, had a range of mean

¹See Table 8.

TABLE 8

RANK-ORDER OF ITEMS BY NONDIRECTING TEACHERS

Item	Σ	M	Item	Σ	M	Item	Σ	M
96	8	4.00	101	7	3.50	68	6	3.00
4	8	4.00	105	7	3.50	70	6	3.00
11	8	4.00	108	7	3.50	71	6	3.00
12	8	4.00	109	7	3.50	75	6	3.00
14	8	4.00	114	7	3.50	77	6	3.00
15	8	4.00	120	7	3.50	78	6	3.00
80	8	4.00	121	7	3.50	79	6	3.00
81	8	4.00	122	7	3.50	86	6	3.00
82	8	4.00	126	7	3.50	92	6	3.00
83	8	4.00	128	7	3.50	95	6	3.00
84	8	4.00	134	7	3.50	95	6	3.00
100	8	4.00	135	7	3.50	118	6	3.00
112	8	4.00	137	7	3.50	19	6	3.00
113	8	4.00	139	7	3.50	97	6	3.00
110	8	4.00	140	7	3.50	102	6	3.00
111	8	4.00	141	7	3.50	103	6	3.00
133	8	4.00	5	6	3.00	106	6	3.00
98	8	4.00	7	6	3.00	116	6	3.00
1	7	3.50	8	6	3.00	117	6	3.00
2	7	3.50	9	6	3.00	119	6	3.00
3	7	3.50	21	6	3.00	123	6	3.00
6	7	3.50	22	6	3.00	124	6	3.00
10	7	3.50	25	6	3.00	129	6	3.00
16	7	3.50	26	6	3.00	130	6	3.00
13	7	3.50	27	6	3.00	132	6	3.00
20	7	3.50	30	6	3.00	138	6	3.00
115	7	3.50	31	6	3.00	142	6	3.00
23	7	3.50	33	6	3.00	143	6	3.00
28	7	3.50	34	6	3.00	17	5	2.50
29	7	3.50	35	6	3.00	45	5	2.50
32	7	3.50	36	6	3.00	52	5	2.50
42	7	3.50	37	6	3.00	54	5	2.50
47	7	3.50	40	6	3.00	64	5	2.50
51	7	3.50	41	6	3.00	69	5	2.50
61	7	3.50	43	6	3.00	72	5	2.50
65	7	3.50	44	6	3.00	73	5	2.50
66	7	3.50	46	6	3.00	74	5	2.50
67	7	3.50	48	6	3.00	104	5	2.50
76	7	3.50	49	6	3.00	107	5	2.50
85	7	3.50	50	6	3.00	125	5	2.50
87	7	3.50	53	6	3.00	131	5	2.50
88	7	3.50	56	6	3.00	136	5	2.50
89	7	3.50	57	6	3.00	24	4	2.00
90	7	3.50	58	6	3.00	38	4	2.00
91	7	3.50	59	6	3.00	39	4	2.00
93	7	3.50	60	6	3.00	55	4	2.00
94	7	3.50	62	6	3.00	127	4	2.00
99	7	3.50	63	6	3.00	18	4	2.00

Essential

Fairly valuable

Of little value

scores from 4.00 high, to 2.00 low.¹ They rated sixty-four items in the essential category, fifty-nine items as fairly valuable, and twenty items as being of little value. The items which the nonparticipating teachers, as a group, ranked low, are as follows:

- | | | |
|------|---|------|
| 17. | Learn a style of teaching of his own .. | 2.50 |
| 45. | Learn to plan activities to utilize
and develop artistic and mechanical
ability of pupils | 2.50 |
| 52. | Learn about student government and
student activities | 2.50 |
| 54. | Read column of your school in local
paper to keep up with student
activities | 2.50 |
| 64. | Engage in teacher-pupil planning
activities | 2.50 |
| 69. | Learn to modify plans to incorporate
pupil suggestions | 2.50 |
| 72. | Learn to cut stencils and other
duplicating master sheets | 2.50 |
| 73. | Learn to operate duplicating machines . | 2.50 |
| 104. | Look over directing teacher's plans
and tests | 2.50 |
| 107. | Investigate school records | 2.50 |
| 125. | Spend a half-day in the principal's
office | 2.50 |
| 131. | Study the student handbook and the
faculty handbook if available | 2.50 |
| 136. | Meet members of the custodial
department | 2.50 |

¹See Table 8.

- | | | |
|------|---|-------------------|
| 24. | Make some anecdotal records of the reactions of several pupils | 2.00 |
| 38. | Participate in several co-curricular or extra-class activities | 2.00 |
| 39. | Discuss co-curricular activities with students during the noon period, before, and after school | 2.00 |
| 127. | Study an old yearbook to learn who's who | 2.00 |
| 18. | Make a seating chart for each of the classes | 2.00 ¹ |

The nonparticipating teacher-group ranked the items at the lower end of the scale lower than the preceding groups. They also had many more items than the other groups at the upper end of the range. They marked nineteen items with a score of the maximum 4.00.

The nonparticipating teachers in this study had never and were not working with interns. They conjectured as to which items, or activities, on the instrument might be of greater value to an intern spending ten weeks in the public school. Of the twenty items which the nonparticipating teacher-group ranked lowest; ten of them have to do with relationships with the students of the school, three are activities which involve mechanical skill, two involve personal interests, and the remainder are unsimilar to each other. The ten activities which deal with students,

¹See Appendix J.

student-activities, and student-teacher planning may serve as a clue to why the nonparticipating teachers have expressed an unwillingness to work with interns. The interns prepare themselves to help conduct student-centered classrooms, while these teachers tend to reject activities which would change a teacher-centered or subject-matter-centered classroom. If this is an area of general disagreement, then better communication between the internship program personnel and the public school classroom teachers is likely needed. The classroom teacher and the intern have a great deal to offer each other without necessarily seeking professional uniformity.

The activities which the group of nonparticipating teachers ranked the highest deal with efficient and effective teaching, personal and professional enhancement, and depth and utility in the subject-matter areas. There is significant concern inferred by these teachers for the quality with which the subject-matter is augmented with examples, impressed with repetition, and enriched with enthusiasm. The professional attitude and preparedness reflected by the activities which this teacher-group ranked high suggest that some good potential directing teachers might be recruited from among these same people. Their willingness to participate in the secondary-school

internship program may increase through a better overall perception. The initiative should be the responsibility of the college personnel.

The intern-group ranked 119 activities of the instrument high enough for the summary-mean scores to fall within the essential category. The remaining twenty-five were all classified as fairly valuable.¹ The high character of the responses of the intern-group is identifiable to the pre-internship period in which the instrument was administered. The apprehensions of the intern-group during the three-week seminar likely caused a synthetic perception of needs, and resulted in high evaluation of all activities.

Some of the twenty-five activities which received low ranking are of similar nature to many of the practice-activities which the interns have previously experienced, such as:

105. Study a set of student papers noting errors, handwriting, etc.
53. Observe students in lunchroom, the playground, etc.
120. Plan observations on a positive basis so that he is looking for method--not weakness in the teacher being observed.
127. Study an old yearbook to learn who's who.²

¹See Table 9.

²See Appendix G.

TABLE 9
RANK-ORDER OF ITEMS BY INTERNS

Item	Σ	M	Item	Σ	M	Item	Σ	M
94	399	3.99	63	370	3.70	23	345	3.45
97	398	3.98	106	370	3.70	143	345	3.45
100	397	3.97	58	369	3.69	86	343	3.43
76	396	3.96	115	369	3.69	125	343	3.43
66	394	3.94	130	369	3.69	21	342	3.42
13	393	3.93	99	368	3.68	59	342	3.42
57	393	3.93	103	368	3.68	110	342	3.42
67	393	3.93	44	365	3.65	119	342	3.42
68	392	3.92	135	364	3.64	35	341	3.41
70	391	3.91	32	363	3.63	54	340	3.40
65	390	3.90	79	363	3.63	24	338	3.38
69	388	3.88	38	362	3.62	72	338	3.38
89	386	3.86	16	361	3.61	102	337	3.37
43	385	3.85	19	361	3.61	132	336	3.36
133	385	3.85	75	361	3.61	85	331	3.31
116	384	3.84	37	360	3.60	101	331	3.31
40	383	3.83	39	360	3.60	9	329	3.29
71	383	3.83	113	360	3.60	128	329	3.29
123	382	3.82	124	360	3.60	2	328	3.28
142	382	3.82	131	360	3.60	18	327	3.27
82	380	3.80	20	359	3.59	34	327	3.27
90	380	3.80	139	359	3.59	138	326	3.26
62	379	3.79	26	358	3.58	3	324	3.24
117	379	3.79	41	358	3.58	33	324	3.24
134	379	3.79	61	358	3.58	88	322	3.22
28	378	3.78	15	357	3.57	67	321	3.21
95	378	3.78	25	355	3.55	48	319	3.19
29	377	3.77	83	355	3.55	104	317	3.17
30	376	3.76	118	355	3.55	109	317	3.17
81	376	3.76	136	355	3.55	42	316	3.16
78	375	3.75	12	354	3.54	80	314	3.14
137	375	3.75	52	354	3.54	105	313	3.13
77	374	3.74	96	354	3.54	7	311	3.11
93	374	3.74	10	353	3.53	107	311	3.11
140	374	3.74	22	353	3.53	1	309	3.09
46	373	3.73	92	352	3.52	5	307	3.07
98	373	3.73	121	352	3.52	53	303	3.03
112	373	3.73	11	351	3.51	120	302	3.02
122	373	3.73	51	351	3.51	127	300	3.00
36	372	3.72	55	351	3.51	108	299	2.99
50	372	3.72	129	351	3.51	4	296	2.96
64	372	3.72	27	350	3.50	6	288	2.88
141	372	3.72	56	350	3.50	49	274	2.74
91	371	3.71	74	349	3.49	114	273	2.73
111	371	3.71	73	347	3.47	8	272	2.72
31	370	3.70	84	346	3.46	47	268	2.68
45	370	3.70	126	346	3.46	14	253	2.53
60	370	3.70	17	345	3.45			

Essential

Fairly valuable

Several of the low-ranking activities may be grouped and described as of likely little value in the perceptions that the interns have of themselves as college seniors nearing graduation. The public school personnel and the college coordinators may agree occasionally that a particular intern is in need of closer guidance or frank suggestion, but the intern-group evidently perceives the following activities already learned, or of lesser importance as a part of the ten-week phase of the secondary-school internship:

3. Learn to avoid making the same mistake too often.
109. Develop a keen desire to increase own knowledge voluntarily.
7. Cultivate and maintain an appropriate sense of humor.
1. Learn to give evidence of self-directed originality.
5. Learn to give proper emotional response to groups.
4. Learn to accept and grow from criticism.
6. Learn to maintain cheerful, self-confident attitude and show desirable qualities of leadership.
8. Learn proper posture.
14. Learn to keep presence of mind in emergencies.

These activities might well be eliminated from general consideration and emphasis as a part of the internship, and re-located in program-brochures to serve as reminders

for those specific interns in need of them. The ranking that the intern-group has assigned to them would support general exclusion, so that activities that are perceived as more important could appear in a less-cluttered state.

Among the low-ranking items marked by the intern-group are two general groupings whose location might be attributable to the lack of a perceived need on the part of the interns. The first group which follows has five items that include students in each activity:

42. Learn to cultivate mutual respect between himself and the pupils.
87. Learn to encourage the pupils to appreciate the work of others.
48. Make tentative plans with pupils to culminate activities with play, exhibit, and other events, leaving decision to the pupils.
49. Learn to listen to both sides of student arguments and investigate thoroughly before expressing an opinion.
47. Learn to help pupils to see the relationship of activities to recognized needs.

At the time that the interns completed the instrument, they had spent only a day or two in the schools where the internship was to be completed. There may be a high degree of validity in qualifying the inter-group ranking of these activities as not perceived as immediate needs. The second grouping of activities with low ranking suggests

practices that may be too obscure for accurate evaluation until the intern-group becomes familiar with the public school situation in which he must operate. Those activities include:

114. Learn to accept criticism from the directing teacher as something constructive.
33. Invite and use visitors as resource people.
88. Practice guiding group cooperation in setting up work and social standards which can serve as bases for group and individual evaluation.
104. Look over directing teacher's plans and tests.
80. Practice supplementing direct experiences with vicarious ones, and vice versa.
107. Investigate school records.
108. Attend at least one meeting of all the professional groups attended by the directing teacher.

The self-perception of each intern and his impression of the school in which he was to intern likely had much influence upon him while reading and marking each of the items of the instrument. The relative location of the items, when summarized from the total group, does bear evidence that all-inclusive elaboration upon everything that an intern might possibly meet and try during internship can become unwieldy and unrealistic.

The combined rank-order summaries of the activities of the secondary-school internship program,¹ as perceived by all the groups of this study, show that 101 of the 143 items are rated essential. Used as an internship program-validation, this organized data reinforces the importance of 101 of the activities as perceived by the 205 respondents to the instrument.

The range of the essential classification, reported in mean scores, extends from 3.87 high to 3.26 low. The range of the fairly valuable classification is from 3.25 to 2.60 low. There are forty-one items in the fairly valuable classification, with only one item of the entire instrument falling as low as the rank of little value. The over-all range of the combined rank-order summary is from 3.87 to 2.28.

The rank-order arrangement of the internship activities,² according to the figures of the combined rank-order summary, shows that the instrument-area with the greatest percentage of items of essential rank is area E. More than 89 per cent³ of the items of area E maintained the highest rating. The order of the areas according to the percentages of items retained in the highest rank is as follows:

¹See Table 10.

²See Appendix L.

³See Table 11.

TABLE 10

RANK-ORDER OF INSTRUMENT ITEMS ACCORDING TO
ALL INSTRUMENT RESPONSES COMBINED

Item		Item		Item
82		10		104
133		77		22
111		109	←	143
112		105		25
100		106		102
113	Ranked <u>essential</u>	101		57
83		139		86
110		3		7
84		32		131
98		121		130
43		108		49
66		95		41
140		114		40
115		78		9
12		80		138
81		6		47
90		87		125
11		118		5
76		69		27
93		1		124
134		14		107
20		62		52
67		120		45
16		97		53
65		23		59
126		46		72
94		132	Ranked fairly	142
13		79	<u>valuable</u>	58
51		128		19
96		85		60
141		61		48
117		137		54
116		88		38
42		29		17
68		30		136
91		63		74
135		119		35
28		92		73
2		64		56
89		31		33
4		37		8
44		75		34
70		123		24
103		26		39
122		36		55
15		21		18
50		71		127
99		129		
				Ranked of little value

- E. The area of developing professional attitudes.
- D. The area of planning and developing effective learning experiences.
- F. The area of getting acquainted with the professional position and school operation.
- A. The area of meeting personal problems.
- B. The area of understanding children and youth.
- C. The area of developing relationships with the community.

The first three areas, as ranked by all of the participants in this study, appear to represent the nature of the goal of the internship program--experience in the actual professional situation. Certainly the activities of the other areas pervade the entire program, but primary importance should be attached to the activities which could only be learned in practice in the actual classroom.

Developing professional attitudes, planning and developing effective learning experiences, and getting acquainted with the professional position and school operation require experience in the schools. Meeting personal problems, understanding children and youth, and developing relationships with the community are areas of activities which should not go unattended, but possibly in a more independent manner than is generally done as a part of the entire internship program. Areas E, D, and F

TABLE 11
PERCENTAGE DISTRIBUTION OF RANKED ITEMS AND THEIR AREA ORIGINS
BY ALL RESPONDENTS OF THE STUDY

Instrument Areas	Number of Items in Each Area	Area-Origin of Items Ranked Fairly Valuable	Area-Origin of Items Ranked of Little Value	Per Cent Loss to a Lower Rank	Per Cent Retained in Highest Rank
A. Meeting personal problems	19	11.9	17.1	36.8	63.2
B. Understanding children and youth	35	18.8	39.0	45.7	54.3
C. Developing relationships with the community	8	2.0	14.6	75.0	25.0
D. Planning and developing effective learning experiences	45	39.6	12.2	11.1	88.9
E. Developing professional attitudes	19	16.8	4.9	10.5	89.5
F. Getting acquainted with the professional position and school operation	17	10.9	12.2	35.2	64.8
Totals	143	100.0	100.0	-	-

contributed 67.3 per cent of the items in the essential classification, while areas A, B, and C provided the remaining 32.7 per cent. Areas E, D, and F provided only 29.3 per cent of the items in the fairly valuable classification, and areas A, B, and C provided 70.7 per cent of them.¹

The percentage of items ranked essential in each area suggests the relative importance of each area, and should indicate the direction in which the internship program be planned. There should be serious consideration to the data reported by the interns and public school personnel, but it should not supplant the individual attention and tailor-made quality of the internship program, which is of equal or greater importance.

Case Studies of the Public School Personnel Selected for Personal Interviews

The rank-order of the total instrument scores of the public school personnel of this study had a range from 569 high to 339 low. Of the 105 respondents from the public schools, those with the twelve highest and the twelve lowest instrument scores were selected for personal interviews.² The author of this study personally visited

¹See Table 11.

²See Table 1.

the twenty-four people for direct interviews which might serve to explain the extremely high and low scores.

The interview was pre-structured¹ around certain questions which were deemed to be of value in encouraging the interviewees to express their opinions, feelings, and attitudes. Information gained during the interview which was additional to that outlined by the interview-form was transcribed from notes and memory immediately following each session. Each interview was held in privacy during the time that was most convenient to the interviewees.

The case studies which were selected from the high end of the scale will be identified by numbers from H-1 to H-12. The other case studies will be designated L-1 to L-12, to represent the low end of the range of scores from which they came. The writer has omitted or disguised any information which might identify any of the persons interviewed.

Case Studies of the Public School Respondents
Who Marked the Instrument Very High

The following observations offer some general description of the high group with respect to some of the similarities among the members:

¹See Appendix C.

1. All but one of the respondents were regularly certified public school personnel.
2. Two-thirds of the high group had rank II teaching certificates or higher.
3. Almost half of the high group had completed the course in the supervision of interns.
4. There was an average of 16.5 years of teaching experience among the members of this group.
5. One-third of this group was currently engaged in college courses for various purposes.
6. The members of this group had supervised from one to eight interns, for a group total of at least twenty-five.

Each respondent at the high end of the scale, selected for interview, is designated as H-1 through H-12 as follows:

H-1 My plans are to remain in the profession. I would like to teach in the same town where my husband works.

The change in education that I like the best is the improved financial status. I'm sorry the merit system is creeping along behind it, though.

The changes that I would like to see in the schools would mean less emphasis upon extra-curricular activities. We spend too little time teaching. I get no compensation for putting out the yearbook--in time or money.

The biggest gripe I have about education today is the outside criticism. Everybody's a weather-man, an economist, and an educator--from a living-room chair.

The internship program could be improved some if the coordinators could afford to get around more often and spend more time for private conferences.

H-2 The main drawback about my job is that I don't have enough space. The kids are so crowded that just dressing out should earn them a grade.

I have worked as an atheletic director at [a location other than the schools], but I like teaching physical education too well to ever leave it. I've taught in two other states besides Florida, but I'm staying here too.

I am taking a college course right this semester. I may go on and get another degree. I have two now. I like school from either side of the desk. I have had one intern.

The best way I know that you can improve the intern program is to just keep on sending them to me as good as my present one. My experience? I've taught nine years. I am currently enrolled in the intern directing course.

H-3 The changes in my present position that would make me happiest would be more money and a better school plant. Look at this old building!

More art and varied experiences in many fields are the changes that I like the most in the schools. More money and better trained teachers would help a great deal.

I love my present position, and I plan to continue teaching from now on. I've taught for eight years, every grade through college.

I have a B. S. degree, an MED, and even a business college degree. Yes, I've had the intern directing course. This is my second intern.

H-4 My certificate is a rank III graduate certificate. I have taught every grade in the school, and almost every subject. You name it and I've taught it.

The changes in the schools which I feel are the most serious are our new policies for discipline and the cultural changes that have sent us kids from fouled up homes.

All of my experience has been in the teaching profession. I have taught for 7 years. I am glad

to see salaries finally on the rise for my job and others. I suppose my main gripe about the schools would be the progressive education emphasis--you can't whip kids any more. Yes, I like my present job and location.

The intern program could be improved if the poor interns could get some kind of money supplement. They are so worried about money that they probably have divided attention while at school here.

H-5 I have had two interns, but I have not taken the intern directing course.

I have a B. S. and an MEd both from the University of Florida. I finished my master's degree almost eight years ago. I've been teaching 18 years.

The changes that I would like to see made around here at my school would be to set aside a day for nonacademic activities. These students spread themselves too thin trying to do everything in each short school day. We could use a lot more space and time.

The changes which have occurred that please me are quite a few, but I really like student participation throughout all the school affairs.

The thing I don't like that has come about is the outside interference in the schools. Yes, I like my present position, but I'm being moved to a bigger school next year. I don't have any real gripes.

H-6 I think a person who teaches mathematics in junior high school should be certified in mathematics. I have taught school for 18 years, and included every grade from 7 through college. I have taught in foreign countries, worked outside the teaching profession, and will be teaching in a junior college next year.

The changes that I would like to see made in the school system would be more emphasis on academic work and more ability grouping. We have a testing program in one of the grades here that is helping with the grouping problem.

I have had three interns and the intern directing course. I have a B. A. and an M. A. I would like to see more academic training in subject-matter for math teachers.

My present position is very interesting to me.

H-7 My college trail leads through four different institutions. I have an A. B. degree and an MED. I have been teaching for 23 years.

More coordination in departmental work in the subject-matter areas of the school would be one change that I would like to see. All of the subjects should overlap.

The changes that I would like to see in my present position would include more time and space. I seldom get a free period, and with the work that I do on plays, I need office space for storage of some equipment.

The changes in the schools that I've seen that I have liked are more participation by the teachers in curriculum planning and school policy, and professional leave for community service offices held.

I don't like to see coaches teaching subjects for which they are not certified. Yes, I have had the intern directing course.

Teaching has been a happy experience for me. I teach because I like it. I am satisfied with my present position, but I would like to go into college work.

H-8 The improved salaries and public attitude please me most as changes that I have seen in the schools. I question the merit system currently impending.

The changes that I would like to see come about in my present position would be more room, more equipment, a broadened curriculum, better salary adjustments for experience and training. My new MED will never pay for itself.

I have been teaching for 17 years, and I plan to continue. I have a B. S. and an MED. I served as a principal during the war for 1 year.

This is my third intern, and I like working with them very much. I am happy in this location because it is my home. I have had other jobs outside the profession, but I plan to remain in it.

H-9 I have had 22 years of public school experience, all of it in Florida. I have an A. B. and an M. A., both from the same college.

More guidance in the schools would be the greatest improvement that I could suggest. Higher salaries would help, too. The thing that irks me most, which you might say has been a change that I have observed, is the advantage-taking of tenure.

The changes in the schools that I have liked the most in the schools are improved instructional methods and guidance techniques. The salary improvements are helping the profession, but the finest people are not yet being recruited in large enough quantity.

Kids know more than they ever have. I disagree with the attacks on the schools which charge inefficiency in teaching. We should listen to the people down town, but we don't have to do everything they suggest.

H-10 Smaller classes and lighter loads for English teachers would be the changes that I would like to see made in the schools. The academic emphasis should be continued and enlarged.

The 3 diplomas that are issued at our school is a very good idea. That is one change that I really like. One of the things which I don't like is the over-loading of teachers with duties that have nothing to do with teaching.

I have an A. B. and an M. A. degree. I have done additional work at three different universities. I have had 31 years of experience. I have taught from the seventh grade through the second year of college.

My present position and location is most satisfactory. My future plans will be in line with my profession.

H-11 Young interns just haven't lived long enough to have background in subject-matter in social studies.

Some of the changes that would help the school systems in general would be limited ability grouping, improved reading, more essay tests, good classroom libraries, better textbooks, smaller teaching loads. There are too many superficial watered-down courses, poor preparation.

The changes that have been good are that children are more poised, free to speak. Children are happier in school.

I have had the intern directing course, and 8 interns. I have had 32 years experience in grades 1-12 and all subjects. I have a rank III, graduate certificate. I plan to keep on teaching, and my present position is better than my previous one because of a meddlesome principal at the former.

My biggest gripe in education is that there are too many repetitious courses. I am not currently enrolled in any courses.

This is only my second year of teaching, but I will stay in the profession. I am currently working toward regular certification and an MED degree at the same time.

The changes that I would like to see made in this school would be fewer extra-curricular activities. The bus kids limit them somewhat.

The things which would probably help the interns the most would be for them to live within the community. This is my first intern, and I have not had the intern directing course.

This school is a good school, and I like my job in it. I have been in the service, worked in industrial capacities, but I am making teaching my future now.

Case Studies of the Public School Respondents
Who Marked the Instrument Very Low

The following observations offer some general description of the low group with respect to some of the similarities among the members:

1. All but two of the respondents were regularly certified to teach in Florida.
2. About one-half of the members of this group had rank II certificates.
3. Approximately one-fifth of the group with low scores had taken a course in directing interns.
4. There was an average of 9.2 years of teaching experience among the members of this group.
5. None of the members of this group are engaged in any college work currently.
6. The members of this group have had zero to five interns each, for a group total of at least twenty-one.

Each respondent at the low end of the scale, selected for interview, is designated as L-1 through L-12 as follows:

L-1 The changes that would help the school a great deal would be fewer student activities--senior trips, etc. I have not liked the de-emphasis of scholasticism, and the rise in social promotions.

The schools are too much in the public eye. There is too little professional prestige for teachers on the part of the public.

Teachers need to be more traditional in their teaching methods. The frills in the schools today are just a waste of time.

My present position is good, but I would like to be nearer my parents in the next town. Jobs just don't open up there very often.

I have a B. S. degree, and a rank III graduate teaching certificate. I have had 8 years of teaching experience in grades 7 through 12. I plan to stay in the profession.

This is the third intern that I have had. I enjoy working with them when they know their subject-matter.

I am not currently taking any college courses.

- L-2 My certificate is a post graduate, rank II. I just completed my graduate degree and took this job until I could get a better one. I would rather teach on the junior college level, but the college presidents don't seem to be hiring yet.

The changes that I would like to see made in the school system would be less extra-curricular garbage, police duties, and clerical work.

Teacher-public relationships should be better. Professional attitudes of teachers is my biggest gripe.

The school program should be stripped down to the bare fundamentals. I want to get into junior college teaching to get away from all the little things that make high school teaching so unpleasant.

The internship program could be improved with increased time in the field, and less time on the campus. Interns should do less paper-work--lesson plans, reports, etc. All of that work could be between the directing teacher and the intern. This is my first intern. No, I have not had the intern directing course.

I plan to stay in the teaching profession if I can get into one of the junior colleges.

- L-3 I would like to see a closer relationship between the elementary, junior, and senior high schools. We are doing too much pulling against each other.

My present position is a good one; however, I am becoming head of the department next year. The present head is being promoted to a larger school. I shall like my position better next year. I have a master's degree and have been qualified for some time for a better position. The outgoing head only had a B. S. degree.

The changes in the schools which I have liked are those which have to do with the elective courses in the curriculum. The things which I dislike are fund drives and parties at school. That kind of stuff is a waste of time.

This is my first intern. Yes, I took an intern directing course five or six years ago.

I have had 4 years of teaching experience, grades 7 to 9. I do plan to stay in the teaching profession.

My principal feels very strongly about one of the other courses of study, as a result I even have trouble from patrons wanting to get their children exempted from my classes. We need to do things the way we used to, our troubles seemed smaller and fewer.

L-4 The things that the schools need the most are space and equipment. Of course more professionalism on the part of the teachers would help to bring that about. We need more men in the teaching profession. Wives and mothers and single hopefuls have been the greatest deterrent to professionalism

I think the internship program is very fine, and would not like to offer any criticism of it. Interns do need more subject-matter. They even say this themselves. This is my first intern. I have not had the intern directing course.

My teaching experience has been in the grades 7 to 12, and I have been teaching 10 years. I like my position. I like the school.

I would like to see more grouping in science. The over-crowded conditions of the schools is catching up with us now.

L-5 I would like to see English courses divided into two courses--the teaching of pure grammar, and the teaching of pure literature. The English programs need to return to more traditional methods.

Teachers should have less clerical duties and smaller teaching loads. The disciplinary policies are weak. I am glad to see a new emphasis on the teaching of the gifted, but what can be done with the kids needing remedial work? We are in danger of another imbalance.

There is too much chauvinism in the teaching profession. Teachers need to accept some of the suggestions of the public. If we work with the public then the criticism would be less.

I have been teaching for three years. This is the only intern that I have had. I have completed all the work on a graduate degree but the final paper and oral examination. I would like to teach in a high school for the challenge of more mature minds.

- L-6 This is the fifth intern that I have worked with. I have had the intern directing course, but I'm not currently taking anything.

I have taught for 20 years, from the fifth grade through high school, all right here in this county. The changes that I have seen that I like the most are the development of core in our schools and the freedom of expression for school children.

As for any criticism that I might have, I like to keep that to myself. Teachers gripe too much now. They tell others their troubles too much. I don't like to add to it. I like my job, my school, and my job. I don't see any needed changes.

The schools are over-consolidated. I don't like to see little kids getting on the bus at daylight and off the bus at sundown. We do need improved play areas for better learning and activities.

- L-7 The changes that I would like to see made in the school system are among the very usual--smaller teaching load, more supplies, wider choice of subjects, etc. I would like to see the office take over more of the bookwork.

I have never had an intern before, and I feel that I have profited greatly from her. I have not had the intern directing course. This is my fourth year of teaching.

There have not been any major changes in teaching that I dislike. Most of my concerns are little tasks that get in the way of teaching. I am very happy in my present position. I will have completed an MED degree very soon.

I plan to stay in the teaching profession. My experience has been in only tenth and twelfth grade classes.

L-8 The return of classical education and the older disciplines is the only salvation of the schools. It is regretful that school teachers get rewards for everything but good teaching.

Schooling used to be a task--it is too easy and social now. There should be a greater emphasis upon the use of the mass media of communication in education.

The status of the public school teacher is deplorable. There is too little prestige. School teachers spend too little time on scholarship and good teaching. The school teacher needs time to meet his own standards.

I have taught for 3 years on a provisional certificate. I will soon have a master's degree in subject matter, with which I shall possibly leave the teaching profession. There is not enough challenge in teaching for full-time dedication. I have two professions, so I shall likely follow the other one awhile now that my teaching certificate is running out.

This is my second intern, and I have enjoyed her very much. The internship program could be improved if more of the coordinator's time could be available to each intern.

L-9 I would like to receive the high pay that is given to the principals in this county. I'm not certified, but the jobs are political plums anyway--I wouldn't get one. I came to Florida for the increase in salary. I would go back home except for the big cut in pay. I would rather teach at home, but we just can't live on the pay we get.

If there were less or cleaner politics the teacher administrator relationships would be far better. I have taught 7 years in all the secondary school grades. My subject area gets better breaks at neighboring school than it does here. We have about the poorest equipment in town.

This is my third intern, and as fine as all of the other ones. I do believe that the internship program could be improved if the pre-internship visit were stressed more. Interns need more initiative, too.

L-10 The change that has pleased me the most is the advancement of the prestige of the physical education teachers and departments. We have better faculty harmony than we used to. We still need more discipline in the schools.

One of the changes that I don't like is that we have stopped pushing kids. Good solid learning is disappearing.

I have had 4 interns. I have also had the intern directing course. My seven years of teaching have spanned all twelve grades of the schools.

My future plans are in the profession. I am working on a master's degree right now--almost half way through. I ultimately plan to get a doctor's degree when I'm about 50 years old and teach P. E. theory for a dignified old age.

This new emphasis in science and math is ruining the physical education department. Kids think nothing of trying to get out of physical education for a science course. Their parents even back them up. Some parents even drive their kids to drop P. E.

- L-11 I'm not angry at anyone, but I am dissatisfied with what the country is doing for its teachers. Our county officers would just sit back and let us starve.

The high school kids need harder programs. The schools are getting too big and crowded for us to keep up with each child anymore.

I've been teaching about 15 years. Most of it in math, algebra, geometry, etc., in the senior high schools. I have a post graduate, rank III certificate. I plan to continue teaching.

Teachers do have a lot more fun and freedom than they used to. The newer buildings that are going up are better looking too. But teachers still prepare too long, and work too hard for what they're paid.

The best thing that you can do for an intern is make sure he's placed with a good teacher.

- L-12 The changes that I have seen that I like are: better financial support of the schools, teacher status improved, and retirement and survivor benefits added to fringe benefited. I would like to see adequate local tax support.

I have not had the intern directing course. I have a B. S. and an MED. I have been in the public schools for 22 years. I'm going to leave this junior high school work though. It's the hardest job in the profession.

Teachers are too mousey and apologetic. I'd like to see our professional attitudes improved. My biggest gripe is the red tape you have to go through to get anything done in the schools.

I think too much is expected of the interns during their internship. They can't do everything under the sun and do a good job of anything. Many of the things expected of interns can be learned elsewhere.

The over-view of the statements made by the subjects selected for the case-studies indicated that the more experienced public school personnel took a more positive view of the public schools, the teaching profession, and the internship program. The high and the low groups differed in attitude inasmuch as there was difference in general attitude of personal position, plans, and status.

Those interviewees who ranked very high in the instrument scores seemed to be less concerned about their personal position and have greater interest and enthusiasm for their program, the school, or the problems at hand which were being treated. There was evidence that the personal adjustment of the high-scoring respondents was of sufficient character to cause little difficulty.

The low-scoring group, generally, expressed a preponderance of negative feelings about the training of teachers, certification difficulties, and lack of status of teachers. The low-scoring group members also quite frequently stated desires to have better positions, positions at some other location, or considerable change in the nature of the present position. The dissatisfaction each group expressed had definite centers of origin.

The high-scoring group centered most of the criticism around constructive changes that were needed in the

schools, the training of teachers, and the internship program.

The low-scoring members centered greater interest around personal problems and personal grievances.

From the information obtained through the interviews, the following generalities summarize the findings:

1. The general attitudes of the public school personnel were often reflected in their scoring of the instrument. The interns revealed that (1) where low morale existed a low score was generally resultant on the instrument, and (2) where higher morale existed a higher value was assigned the instrument in general.

2. The total instrument scores may have reflected a reaction to how the individuals felt about teaching and their own practices rather than the program as a laboratory experience for interns.

3. The respondents may have tended to mark the items on the instrument in a manner commensurate with their interest and enthusiasm for teaching, and as a result the total response would only serve to indicate great interest or less. Each item still has its value in relative importance to the others, in the item analysis.

4. The communication between the University and the public schools did not seem irregular or unproportionate with the item analysis and area analysis. The total

instrument scores and the paralleled interviews tended to reflect a level of feeling rather than a lack of communication.

5. The case study data suggest that if the instruments are ranked lower because of the morale factor, then the evaluation of the intern performance could be so influenced. The careful selection of directing teachers assumes even greater importance.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

As a product of the information discerned from this study, the following conclusions were drawn:

1. The activities which were formulated as the general expression of the intern coordinators were perceived by the interns and the public school personnel as having the same general value to the same general degree. All of the activities were classified by all the major groups within the upper half of the scale which ranged from essential to unessential. The individual emphasis that each intern coordinator might have chosen to exercise upon selected activities or groups of activities could not be perceived in a general listing. This was likely true for the respondents whose specific and particular differences became lost in an average or a summary total. As a program-validation, the general high ranking of the collective activities by the collective groups serves quite respectfully.

2. The public school personnel and interns as individuals sought out and rejected many items as less

than essential, and much lower. The individual responses to activities were significant only to the extent that each person reacted in terms of his role-perception. Individual interns, teachers, and principals selected many items which others of the same grouping rejected, and vice versa. The interns placed greater importance on activities which would help them to meet personal problems of adjustment in a new school situation. The directing teachers also selected activities which would help the interns to get adapted. The principals, working somewhat more distant from the interns than the directing teachers, selected activities which would help the interns to develop professional attitudes. The principals likely reacted to the interns as regular teachers and made their selections on the same basis as for a beginning teacher in the school.

3. As the respondents were formed into groupings, some distinction began to appear in the importance-ranking of the internship activity areas. The interns expressed interests proportionate to the order of events in their internship. They ranked most activities highest which would serve them immediately at the beginning of the internship. The interns selected other activities in the same perspective as they perceived the internship program. Activities having to do with getting acquainted with the school and the professional position could wait until they

were needed. The development of relationships with the community was the last concern of the interns in relation to their prospective experiences in internship, and therefore the least important of all the areas at the time the instrument was marked.

The directing teachers identified the importance of the activities which would help the interns make the necessary initial adjustments, and followed such ranking with the activities which would develop good planning techniques, professional attitudes, and understanding young people. The directing teachers demonstrated that they too perceived the internship as a planned program, but they rated the activities in the order that they felt the intern would need and should experience them.

The principals ranked the activities of the internship more in terms of importance of intrinsic worth than relative value in any certain time perspective. The development of professional attitudes was ranked first, while the meeting of personal problems area was assigned a lower status, as if left for another place or time to be accomplished.

All of the groups combined provide a more complex summary with which to work, but it is also more significant for the interpretation of the activities of the internship program. The development of professional attitudes,

as a group of activities, was the greatest concern of all the persons included in this study. Over 80 per cent of the activities in that area of the instrument were ranked as essential to the ten-week phase of the internship. This indicates that with all of the emphasis that is given to the understanding of children, the meeting of personal problems, the development of effective learning experiences, working with the community, and getting acquainted with the school, there is the overshadowing concern for the perception that each intern will have of what is professional while working with students, teachers, and parents. It suggests that an esprit de corps will come-over the interns once they have signed a contract to teach.

The combined respondents ranked the activities which deal with developing effective learning experiences second, and assigned 88.9 per cent of those activities the essential score. This would reveal that while the interns were learning to become teachers in attitude and self-perception, there was great emphasis upon the proficiency with which each one could help students to learn. The proximity of this area to the one which included activities for the development of professional attitudes suggests that each depends upon the other for success, as the interns and public school personnel perceive them.

Getting acquainted with the professional position and the school, followed by meeting personal problems, understanding children and youth, and then developing relationships with the community, is the order of activity-groups that the combined groups created for all of the activities. It might be concluded from that order that the internship, as perceived by all the groups, should be more of a testing site for professional attitude, technique efficiency, and child study, than for personal adjustment and community study. This interpretation could suggest other patterns for the organization of the internship experience.

4. In making personal interviews with the respondents whose instrument scores were extremely low and high, it would be within the respectable limits of generalization to conclude that the level of morale and level of self-perception were of greater influence than any other factors in the ranking of the activities. Those persons who ranked the activities very low expressed many personal problems, job dissatisfactions, and professional grievances. Their scores had an over-all low appearance, but the activities and areas of the instruments were in the same relative position as most of the other respondents. Those whose scores were extremely high revealed great personal satisfaction, professional excitement, and high

morale. Fewer negative comments and answers were given which did not follow with optimism and conjecture for solutions for improvements.

5. Improved communication among the cooperating personnel of the secondary-school internship program was not concluded to be a great need. Changed means and quantities of communication emerged as obvious needs. College coordinators were described as having too little time to spend in number and length of visits. The number of activities expected of the activities and the wide variety of the nature of the activities seemed too great. The program appears, in the perception of the subjects of this study, to be in need of concentration of effort and consolidation of expectations.

Recommendations

In the light of the preceding conclusions and the data of the study, the following recommendations are made:

1. The activities of the secondary-school internship program should be examined by the college coordinators and incorporated in their teaching under several different approaches: (a) activities of a personal nature should appear as suggestions in the brochures of the program; (b) activities which involve the community of the

school should be determined by the school in which the internship is made; (c) activities which involve professional attitudes, understanding children, and the development of good planning and teaching methods should be the essential concerns prior to and during the internship.

2. The interns should be encouraged, if not required, to make a pre-visit to the school in which they are to intern, and get thoroughly familiar with the professional position of the directing teacher and the operational nature of the public school. This would facilitate more intensive planning in preparation for the internship, and more immediate introduction into the activities at the beginning of the internship.

3. The activities which involve understanding children and youth, and planning and developing effective learning experiences should be given additional emphasis, by the college coordinator, at a later date when the internship is well along the way. After the interns have started assuming classroom duties and other teaching obligations they can begin to fully identify their needs in these two areas. Seminars which could be planned co-operatively by the interns, directing teachers, and college coordinators should be included as definite parts of the internship program calendar.

4. The development of professional attitudes should be started by a planned program in professional ethics within the undergraduate sequence of every pre-service teacher. This recommendation is made in light of the statements consistently marked and made with regard to the felt need for more professionalism in teachers--new ones as well.

5. The college coordinators should be enabled to make more visits to the public schools, and to allow more time for each visit. The activities which were evaluated as most worthwhile for the off-campus portion of the internship require much more supervision than that which another classroom teacher can give. If the greatest potentialities of the internship experience are to be realized, the intern should be supervised by experts as frequently as possible.

Suggested Additional Studies

The secondary school programs are constantly undergoing change and revision. It is necessary, therefore, for the secondary school internship program to maintain flexibility so that a realistic approach in the preparation of interns can be enabled. The experience in the professional situation, which is the primary goal of the internship program, should be planned with regularly

renewed interest and information about the public schools and their personnel. With the need in mind that there must be consistent and constant awareness of the changes in the public schools, their personnel, and their students, the following studies are suggested:

1. A study of the activities of the internship program in light of the perception of the interns before and after the internship to determine needs which are still unmet.

2. A study to determine the effectiveness of the college coordinator in helping the intern during the ten-week phase of the internship.

3. A study to determine relative advantages of intern-residence in the community of the school.

4. A study to determine the relative value to the intern if placed in a school with several other interns, or being placed alone in a school.

5. A study to identify the factors which tend to make one directing teacher consistently more helpful to interns than another.

6. A study to determine the effect of financial strain on interns and their success during internship.

7. A study to determine the influences that the interns have on their directing teacher with regard to improving the quality of instruction after the intern is gone.

APPENDICES

THE INTERN EVALUATION SHEET

Intern _____ Date _____
Directing Teacher _____ School _____

PROGRESS REPORT

1. Meeting Personal Problems
Achievements:

Needs:

2. Understanding Children and Youth
Achievements:

Needs:

3. Developing Relationships with Community
Achievements:

Needs:

4. Planning and Developing Effective Learning Experiences
Achievements:

Needs:

5. Developing Professional Attitudes
Achievements:

Needs:

APPENDIX B

SUMMARY PARAGRAPH OF PROGRESS SHEET

INTERN _____ DATE _____
DIRECTING TEACHER _____ SCHOOL _____

THE SECONDARY-SCHOOL INTERNSHIP STUDY
INTERVIEW DATA FORM

1. Kind of certificate: provisional_____, temporary_____,
graduate_____, post graduate_____, other_____.
2. Reasons for exceptional certificate: needed profes-
sional courses_____, subject matter_____,
general_____, toward what degree_____,
certificate_____.
3. Current college work being pursued: professional_____,
subject matter_____, general_____, toward what degree_____,
certificate_____.
4. Where educated_____,
degrees and dates_____.
5. Years experience_____, grades_____, subjects_____,
positions_____.
6. Places taught_____, no. years_____,
_____, no. years_____,
_____, no. years_____.
7. Experience other than teaching_____,
_____, no. years_____.
8. Marital status_____, children_____, ages_____.
9. Future plans_____.
10. Attitude toward present position_____,
present location_____, previous locations_____,
reasons expressed_____.

11. Opinions:

A. What changes would you like to see made in the school systems in general?
_____.

B. What changes would you like to see made in your present position?
_____.

C. What changes in education have you seen which are to your liking?
_____.

D. What changes have you seen in education which are not to your liking?
_____.

12. How many interns have you had?_____ Have you had the intern directing course?_____.

13. What is your biggest gripe about education today?
_____.

14. Do you have any suggestions for the improvement of the internship program?_____.

15. COMMENTS:_____

_____.

16. Have you had the intern-directing course?_____.

17. How many interns have you had?_____.

APPENDIX D

INTERNSHIP-ACTIVITY INSTRUMENT

A STUDY OF THE SECONDARY-SCHOOL
INTERNSHIP PROGRAM

Name _____ School _____
City _____ Position _____

The primary goal of the secondary-school internship is commonly understood as experience in the actual professional situation.

The secondary-school internship program is the product of the efforts of many people--public school personnel, college professors, college students, and others. To maintain the program in a manner befitting the needs of the times and the interns, it is necessary to make evaluations and revisions frequently. This checklist is part of a study which is being made in the hope that any new facts about and characteristics of the secondary-school internship program can be discovered and considered in future planning.

The various items on this list are practices in which the interns frequently engage to help enable them to successfully complete their internship. All of the items on the list are likely valuable to some extent to most of the interns. The value of each item DURING THE TEN-WEEK PHASE of the internship, however, may not be considered the same by all people working in and with the intern program. Many of the activities in which interns engage might very well be learned at another place or another time. It is the purpose of this portion of the study of the secondary-school internship program to learn the relative value that will be given to the various items by representatives of the public schools.

Please mark each item according to the directions, keeping in mind that each mark is only an assignment of value to the item as to its importance as a part of the TEN-WEEK PHASE of the internship experience only.

Mark the Items as follows:

<u>Essential</u> during the TEN-WEEK PHASE of internship in the school	4
<u>Fairly valuable</u> during the TEN-WEEK PHASE of internship in the school	3
<u>Of little value</u> during the TEN-WEEK PHASE of internship in the school	2
<u>Unessential</u> during the TEN-WEEK PHASE of internship in the school	1

The secondary-school intern should engage in as many worthwhile experiences and pursuits as possible in an effort to enhance himself to the optimum degree.

- A. In the area of meeting personal problems, the intern should:
1. Learn to give evidence of self-directed originality.
 2. Assume some responsibility voluntarily.
 3. Learn to avoid making the same mistake too often.
 4. Learn to accept and grow from criticism.
 5. Learn to give proper emotional response to groups.
 6. Learn to maintain cheerful, self-confident attitude and show desirable qualities of leadership.
 7. Cultivate and maintain an appropriate sense of humor.
 8. Learn proper posture.
 9. Learn appropriate dress and neatness.
 10. Learn to regulate voice to suit the place and occasion.
 11. Cultivate animation and enthusiasm.
 12. Learn to be well poised and relaxed.
 13. Practice unfailing courtesy to pupils and colleagues.
 14. Learn to keep presence of mind in emergencies.

15. Learn to display energy, vitality, and good health habits at all times.
 16. Learn to adjust to new problems with intelligence and good judgement.
 17. Learn a style of teaching of his own.
 18. Make a seating chart for each of the classes.
 19. Find and make a record of the home telephone number of the principal and directing teacher for unforeseen personal emergencies.
- B. In the area of understanding children and youth, the intern should:
20. Learn to be aware of pupil reactions.
 21. Cultivate the ability to observe the individual differences of pupils with respect to social level, emotional level, mental level, and physical level of maturity.
 22. Practice working with pupils of various socio-economic backgrounds.
 23. Have some practice in testing the achievement of pupils.
 24. Make some anecdotal records of the reactions of several pupils.
 25. Practice seeking-out causes of behavior difficulties.
 26. Learn to diagnose the causes of many of the problems of pupils through observation, records, and personal contact.
 27. Use the cumulative records to attain proficiency in the diagnosing of pupil behavior.
 28. Keep all the daily records for sufficient time to learn the entire process.
 29. Assist in bringing the cumulative records of a few individuals up to date.

30. Accumulate source materials for his teaching fields.
31. Accumulate source materials for a wide range of maturity levels.
32. Work directly with some students as individuals.
33. Invite and use visitors as resource people.
34. Help plan and conduct at least one study trip.
35. Practice evaluating field trips individually and with the students.
36. Experience tying past experiences and work to the present activities, as well as those to come.
37. Attempt to give unaccepted students a chance to excel in some way before the class.
38. Participate in several co-curricular or extra-class activities.
39. Discuss co-curricular activities with students during the noon period, before, and after school.
40. Provide many opportunities for pupils to make choices of projects.
41. Practice stimulating democratic practices through committee activities and activities initiated, planned, and evaluated by the pupils.
42. Learn to cultivate mutual respect between himself and the pupils.
43. Learn to formulate problems around pupil needs, interests, and objectives in terms of understandings, skills, and attitudes to be developed.
44. Learn to take problems for study from pupil experiences and environment.
45. Learn to plan activities to utilize and develop artistic and mechanical ability of pupils.
46. Practice guiding pupils to plan, carry out, and evaluate activities.

47. Learn to help pupils to see the relationship of activities to recognized needs.
48. Make tentative plans with pupils to culminate activities with play, exhibit, and other events, leaving decision to the pupils.
49. Learn to listen to both sides of student arguments and investigate thoroughly before expressing an opinion.
50. Learn to see the "student's side" of problems and issues.
51. Learn to maintain a vocabulary level commensurate with the level of the pupils being taught.
52. Learn about student government and student activities.
53. Observe students in lunchroom, the playground, etc.
54. Read column of your school in local paper to keep up with student activities.

C. In the area of developing relationships with the community, the intern should:

55. Engage in some study which involves the community of the school.
56. Join in a few social activities of the community--civic programs, lodge and church functions, etc.
57. Visit with a few parents when chance meetings facilitate it.
58. Visit in a few homes of students (with directing teacher).
59. Study some of the community activities.
60. Take part in some community activities while there--fund drives, civic programs, etc.
61. Learn resources of the community.
62. Attend at least one Parent-Teacher Association meeting (if invited).

D. In the area of planning and developing effective learning experiences, the intern should:

63. Collect helpful materials in varied areas of curriculum for personal files.
64. Engage in teacher-pupil planning activities.
65. Experience surveying needs and interests of pupils with the directing teacher.
66. Thoroughly master the skill of exploring and carefully outlining content to insure coverage of important learning.
67. Learn to plan subject matter so that it is integrated or related to the other subject areas.
68. Learn to make plans that are informative and flexible.
69. Learn to modify plans to incorporate pupil suggestions.
70. Learn to help pupils to devote skills through meaningful situations.
71. Collect work samples of pupils for later comparisons.
72. Learn to cut stencils and other duplicating master sheets.
73. Learn to operate duplicating machines.
74. Learn to operate several pieces of audio-visual aid equipment.
75. Formulate major aims and problems with directing teacher and pupils in light of pupil needs and interests.
76. Learn to develop the interest of the students by display of resources and supplementary reading matter.
77. Learn to capitalize on class interest in recent current events.
78. Learn to enable productive activity to grow out of pupil discussion.

79. Learn to encourage students to look ahead to an unsolved problem which might arise in class discussion--to be used for the next lesson.
80. Practice supplementing direct experiences with vicarious ones, and vice versa.
81. Learn to provide experiences in fundamental skills geared to the maturation level of the pupil.
82. Learn to make drills purposeful and understandable by pupils.
83. Learn to stress utility values of subject matter.
84. Learn to help pupils to explain what they are doing and why.
85. Learn to prepare and present programs which give training in creativity or originality.
86. Learn to foster aesthetic values by providing for participation in aesthetic experiences.
87. Learn to encourage the pupils to appreciate the work of others.
88. Practice guiding group cooperation in setting up work and social standards which can serve as bases for group and individual evaluation.
89. Learn to arrange for individuals, committees, and small groups to share experiences and assume responsibilities.
90. Learn to guide pupils in developing skills in order to participate in activities and to contribute to discussions.
91. Learn to help pupils to work cooperatively in groups but also give attention to individual aptitudes and interests.
92. Learn to have freedom of movement so that teacher-discipline can give way to self-discipline.
93. Learn to help pupils develop desirable work habits independently.

94. Learn to participate as a member of a group and move freely about the room to advise, listen, and interpret.
95. Provide for the development of individual and group projects.
96. Learn to initiate and plan curricular experiences with little help from the directing teacher.
97. Help initiate assembly programs and exhibits of work as cooperative teacher-pupil activities.
98. Get a thorough knowledge of the subject matter to be taught during internship.
99. Get a thorough knowledge of textbooks, materials, and state bulletins used as subject matter guides for the classes.
100. Learn to make intelligent provisions for drill.
101. Observe the teaching of several teachers as well as the directing teacher.
102. Observe the teaching of subjects other than his own.
103. Get acquainted with classroom materials on hand such as extra reference books, files, maps, etc.
104. Look over directing teacher's plans and tests.
105. Study a set of student papers noting errors, hand-writing, etc.
106. Study student report cards, forms, grades, etc.
107. Investigate school records.

E. In the area of developing professional attitudes the intern should:

108. Attend at least one meeting of all the professional groups attended by the directing teacher.
109. Develop a keen desire to increase own knowledge voluntarily.

110. Become resourceful, full of initiative, and interested in all school functions.
111. Learn to have pride and to express that pride in the teaching profession.
112. Learn the value of loyalty to colleagues.
113. Learn to gain enthusiasm about the work of the teaching profession.
114. Learn to accept criticism from the directing teacher as something constructive.
115. Learn to be sympathetic and understanding in relationships with pupils.
116. Keep abreast of current developments in subject fields.
117. Learn to keep information about pupils confidential.
118. Be of some service to the directing teacher, the school, and the community.
119. Keep keenly interested in being informed on educational trends.
120. Plan observations on a positive basis so that he is looking for method--not weakness in the teacher being observed.
121. Spend some time with the disciplinary officer of the school to observe and become acquainted with the nature and procedures of the job.
122. Help the directing teacher on "duty" shifts before, during, and after school.
123. Spend some time each day in the teacher's lounge observing professional behavior and rapport.
124. Accept a few personal invitations from faculty members for social evenings during internship.
125. Spend a half-day in the principal's office.
126. Learn to exhibit respect for school rules and regulations in the presence of the students.

F. In the area of getting acquainted with the professional position and school operation, the intern should:

127. Study an old yearbook to learn who's who.
128. Keep the attendance register and make at least one monthly report from it.
129. Attend as many school functions as time permits.
130. Visit another school during internship to know the character of more than one school.
131. Study the student handbook and the faculty handbook if available.
132. Become familiar with the school plant.
133. Meet other faculty members.
134. Meet and talk with the principal regarding such things as policy on discipline, faculty meetings, policy on tardiness and absences, schedules, and school curriculum.
135. Assume responsibility for reading the daily bulletin and taking attendance.
136. Meet members of the custodial department.
137. Get acquainted with school health services and personnel.
138. Meet the county supervisor and become acquainted with his services.
139. Meet the school secretary and find out about duplicating facilities.
140. Visit the library and discuss with the librarian the use of library facilities.
141. Get acquainted with audio-visual policies and facilities.
142. Meet the lunchroom workers and dietician.
143. Find out what special services, such as speech correction, are available.

PLEASE ENTER ANY ADDITIONAL ITEMS WHICH YOU THINK HAVE NOT
BUT SHOULD BE INCLUDED IN THIS LIST

144. _____
145. _____
146. _____
147. _____
148. _____
149. _____
150. _____

Please bear in mind that the items in this list are not being ranked according to intrinsic value. They are only being weighted for their relative worth as a part of the TEN-WEEK PHASE of the secondary-school internship program.

Comments: _____

APPENDIX E

PERSONAL INVENTORY SHEET

UNIVERSITY OF FLORIDA
College of Education

Date _____

Name of Intern _____

Personal Inventory

Assignments for internship are made carefully so that we can meet, as nearly as possible, the needs of each student. Will you please help us in this assignment by filling out the statements listed below. The information will be used for guidance purposes only, and will be kept confidential. One copy of this personal data sheet will remain on file here at the University. The other copy will be sent to your directing teacher. Please write freely and frankly on the following items:

Photograph

I. Personal Facts and History

1. Name Mr. Miss Mrs.
last first middle
2. Home Address _____
street _____
Telephone _____
3. University Address _____
Telephone _____
4. Place of birth _____
5. Age _____ Weight _____ Height _____

6. Do you expect to be enrolled in Advanced Military during your internship? _____
What military science have you had? _____
What is your present military status? _____
7. From what high school did you graduate? _____
8. What elementary school(s) did you attend?
School and place _____ Dates _____
School and place _____ Dates _____
9. Do you have access to regular use of a car?

10. What is your marital status?
single _____ married _____ widow or widower _____
11. If married, give the name of husband or wife and occupation. _____

12. If you are married, how many children do you have?

13. What are their ages?
14. What provisions are made for your children while you are interning?
15. Give your parents' names and occupations.
Father _____
Mother _____
16. Give the names of your brothers and sisters and their ages.
17. Tell some activities that you and your family enjoy doing together.

18. Make a statement about the type of home community in which you live. _____

19. Describe the type of community in which you lived as a child or where you received the greater part of your public school education. _____

20. State your church preference. _____
21. What travel experiences have you had? _____

22. In what work experiences have you engaged? _____

23. What job, if any, are you holding now? (Give a number of hours devoted to it and work schedule.) _____

II. Give a general statement of your health and physical defects (if any)

III. Make a statement as to how you are financing your college education.

IV. Write briefly of your college experiences:

1. What colleges have you attended?

Institution	Dates
_____	_____
_____	_____
_____	_____

2. Have you been admitted to the Advanced Professional Sequence of the College of Education? _____
3. Who is your counselor? _____
4. When do you expect to graduate? Month _____ Year _____
5. What subjects do you enjoy most in college? _____
6. In what subject field(s) will you be certified when you graduate? _____

7. In what clubs and social groups do you take part or have taken part? _____

8. What offices have you held and what honors have you won in high school and in college? _____

V. What are your special interests? _____

1. The type of books you like to read _____
2. Your favorite magazines _____
3. Your favorite newspaper and the section most frequently read _____

4. The kind of movies you prefer _____
5. Your favorite radio and television programs _____
6. The kind of sports you like and in which you engage _____
7. The musical instrument you play, if any. _____
8. Other special interests. _____

VI. List below any of the crafts in which you would like to guide students, such as clay, metal, paints, wood, paper, soap, leather, reed and native materials.

VII. What clubs would you like to help sponsor with the teacher?

VIII. List kinds of experiences which you would like the internship to provide for you.

IX. Give any previous experiences you have had with children or youth and/or previous teaching experiences. (Include Sunday School teaching, Boy Scout or Girl Scout work, and other community participation.)

X. Why did you choose teaching as a profession?

XI. What are your plans after internship?

Do you plan to teach? _____

If so, when? _____

In what type of community would you like to teach?

AST LETTER

THE ASSOCIATION FOR STUDENT TEACHING

March 7, 1958

Mr. W. R. Pickens
Graduate Assistant
Department of Secondary Education
University of Florida
Gainesville, Florida

Dear Mr. Pickens:

Dr. Patterson forwarded your letter of December 17 to this office and requested that I respond to it. I delayed the response to your request until I had had a chance to have our Executive Committee arrive at a decision as to whether or not our publications did officially represent The Association's point of view concerning basic objectives.

The Executive Committee met in Chicago last week and I presented your request and the problem to them. After much deliberation the Executive Committee recommended that I report to you and other similar requests that this Association does not yet have one official position concerning basic objectives. Therefore, we could not give you permission to make any such statement in your study.

Recognizing this serious weakness in our program, the Executive Committee charged an ad hoc committee to develop a set of guiding principles and a statement of philosophy for this Association. This committee was organized only last year and although they have had two meetings have not produced anything to present to the membership and to the Executive Board.

I am enclosing a copy of a statement entitled "A High Quality Student Teaching Program" which is an outline of a more complete statement produced by a group of 118

Mr. W. R. Pickens

March 7, 1958

participants at the Spearfish, South Dakota Workshop of The Association for Student Teaching. The statement was prepared by Dr. Dwight K. Curtis and Dr. A. C. Moon and has been used as the center of discussion in the regional NCTEPS conferences and will serve at the national NCTEPS conferences at Bowling Green, Ohio, this summer. This statement could be used if you made it clear that it was not the official position of The Association for Student Teaching but was submitted for the Association at the request of the president, Thomas D. Horn, to be used for these NCTEPS conferences.

This response is late and, as I recall my graduate days, these delays are irritating and for that I am sorry. You can understand that I was unable to make any response to your request until after the meeting of our Executive Committee. If you have further questions, do not hesitate to write. One thing--I would like to have the opportunity to see how you identify and recognize this statement for your study before you actually publish it. I would not want any misunderstanding to cause the Executive Committee of The Association to be disturbed.

Cordially yours,

/s/ Alfred C. Moon
Alfred C. Moon
Executive Secretary

ACM:lmf

RANK-ORDER OF ITEMS AS PERCEIVED BY
THE SECONDARY-SCHOOL INTERNS

94. Learn to participate as a member of a group and move freely about the room to advise, listen, and interpret.
97. Help initiate assembly programs and exhibits of work as cooperative teacher-pupil activities.
100. Learn to make intelligent provisions for drill.
76. Learn to develop the interest of the students by displays or resources and supplementary reading matter.
66. Thoroughly master the skill of exploring and carefully outlining content to insure coverage of important learning.
13. Practice unfailing courtesy to pupils and colleagues.
57. Visit with a few parents when chance meetings facilitate it.
67. Learn to plan subject matter so that it is integrated or related to the other subject areas.
68. Learn to make plans that are informative and flexible.
70. Learn to help pupils to develop skills through meaningful situations.
65. Experience surveying needs and interests of pupils with the directing teacher.
69. Learn to modify plans to incorporate pupil suggestions.
89. Learn to arrange for individuals, committees, and small groups to share experiences and assume responsibilities.

43. Learn to formulate problems around pupil needs, interests, and objectives in terms of understandings, skills, and attitudes to be developed.
133. Meet other faculty members.
19. Find and make a record of the home telephone number of the principal and directing teacher for unforeseen personal emergencies.
116. Keep abreast of current developments in subject fields.
40. Provide many opportunities for pupils to make choices of projects.
71. Collect work samples of pupils for later comparisons.
123. Spend some time each day in the teacher's lounge observing professional behavior and rapport.
142. Meet the lunchroom workers and dietician.
82. Learn to make drills purposeful and understandable by pupils.
90. Learn to guide pupils in developing skills in order to participate in activities and to contribute to discussions.
62. Attend at least one Parent-Teacher Association meeting (if invited).
117. Learn to keep information about pupils confidential.
134. Meet and talk with the principal regarding such things as policy on discipline, faculty meetings, policy on tardiness and absences, schedules, and school curriculum.
28. Keep all the daily records for sufficient time to learn the entire process.
95. Provide for the development of individual and group projects.

29. Assist in bringing the cumulative records of a few individuals up to date.
30. Accumulate source materials for his teaching in fields.
81. Learn to provide experiences in fundamental skills geared to the maturation level of the pupil.
78. Learn to enable productive activity to grow out of pupil discussion.
137. Get acquainted with school health services and personnel.
77. Learn to capitalize on class interest in recent current events.
93. Learn to help pupils develop desirable work habits independently.
140. Visit the library and discuss with the librarian the use of library facilities.
46. Practice guiding pupils to plan, carry out, and evaluate activities.
98. Get a thorough knowledge of the subject matter to be taught during internship.
112. Learn the value of loyalty to colleagues.
122. Help the directing teacher on "duty" shifts before, during, and after school.
36. Experience tying past experiences and work to the present activities, as well as those to come.
50. Learn to see the "student's side" of problems and issues.
64. Engage in teacher-pupil planning activities.
141. Get acquainted with audio-visual policies and facilities.
91. Learn to help pupils to work cooperatively in groups but also give attention to individual aptitudes and interests.

111. Learn to have pride and to express that pride in the teaching profession.
31. Accumulate source materials for a wide range of maturity levels.
45. Learn to plan activities to utilize and develop artistic and mechanical ability of pupils.
60. Take part in some community activities while there--fund drives, civic programs, etc.
63. Collect helpful materials in varied areas of curriculum for personal files.
106. Study student report cards, forms, grades, etc.
58. Visit in a few homes of students (with directing teacher).
115. Learn to be sympathetic and understanding in relationships with pupils.
130. Visit another school during internship to know the character of more than one school.
99. Get a thorough knowledge of textbooks, materials, and state bulletins used as subject matter guides for the classes.
103. Get acquainted with classroom materials on hand such as extra reference books, files, maps, etc.
44. Learn to take problems for study from pupil experiences and environment.
131. Assume responsibility for reading the daily bulletin and taking attendance.
32. Work directly with some students as individuals.
79. Learn to encourage students to look ahead to an unsolved problem which might arise in class discussion--to be used for the next lesson.
38. Participate in several co-curricular or extra-class activities.
16. Learn to adjust to new problems with intelligence and good judgement.

75. Formulate major aims and problems with directing teacher and pupils in light of pupil needs and interests.
37. Attempt to give unaccepted students a chance to excel in some way before the class.
39. Discuss co-curricular activities with students during the noon period, before, and after school.
113. Learn to gain enthusiasm about the work of the teaching profession.
124. Accept a few personal invitations from faculty members for social evenings during internship.
131. Study the student handbook and the faculty handbook if available.
20. Learn to be aware of pupil reactions.
139. Meet the school secretary and find out about duplicating facilities.
26. Learn to diagnose the causes of many of the problems of pupils through observation, records, and personal contact.
41. Practice stimulating democratic practices through committee activities and activities initiated, planned, and evaluated by the pupils.
61. Learn resources of the community.
15. Learn to display energy, vitality, and good health habits at all times.
25. Practice seeking-out causes of behavior difficulties.
83. Learn to stress utility values of subject matter.
118. Be of some service to the directing teacher, the school, and the community.
136. Meet members of the custodial department.
12. Learn to be well poised and relaxed.

52. Learn about student government and student activities.
96. Learn to initiate and plan curricular experiences with little help from the directing teacher.
10. Learn to regulate voice to suit the place and occasion.
22. Practice working with pupils of various socio-economic backgrounds.
92. Learn to have freedom of movement so that teacher-discipline can give way to self-discipline.
121. Spend some time with the disciplinary officer of the school to observe and become acquainted with the nature and procedures of the job.
11. Cultivate animation and enthusiasm.
51. Learn to maintain a vocabulary level commensurate with the level of the pupils being taught.
55. Engage in some study which involves the community of the school.
129. Attend as many school functions as time permits.
27. Use the cumulative records to attain proficiency in the diagnosing of pupil behavior.
56. Join in a few social activities of the community -- civic programs, lodge and church functions, etc.
74. Learn to operate several pieces of audio-visual aid equipment.
73. Learn to operate duplicating machines.
84. Learn to help pupils to explain what they are doing and why.
126. Learn to exhibit respect for school rules and regulations in the presence of the students.
17. Learn a style of teaching of his own.

23. Have some practice in testing the achievement of pupils.
143. Find out what special services, such as speech correction, are available.
86. Learn to foster aesthetic values by providing for participation in aesthetic experiences.
125. Spend a half-day in the principal's office.
21. Cultivate the ability to observe the individual differences of pupils with respect to social level, emotional level, mental level, and physical level of maturity.
59. Study some of the community activities.
110. Become resourceful, full of initiative, and interested in all school functions.
119. Keep keenly interested in being informed on educational trends.
35. Practice evaluating field trips individually and with the students.
54. Read column of your school in local paper to keep up with student activities.
24. Make some anecdotal records of the reactions of several pupils.
72. Learn to cut stencils and other duplicating master sheets.
102. Observe the teaching of subjects other than his own.
132. Become familiar with the school plant.
85. Learn to prepare and present programs which give training in creativity or originality.
101. Observe the teaching of several teachers as well as the directing teacher.
9. Learn appropriate dress and neatness.

128. Keep the attendance register and make at least one monthly report from it.
 2. Assume some responsibility voluntarily.
18. Make a seating chart for each of the classes.
34. Help plan and conduct at least one study trip.
138. Meet the county supervisor and become acquainted with his services.
 3. Learn to avoid making the same mistake too often.
33. Invite and use visitors as resource people.
88. Practice guiding group cooperation in setting up work and social standards which can serve as bases for group and individual evaluation.
87. Learn to encourage the pupils to appreciate the work of others.
48. Make tentative plans with pupils to culminate activities with play, exhibit, and other events, leaving decision to the pupils.
104. Look over directing teacher's plans and tests.
109. Develop a keen desire to increase own knowledge voluntarily.
42. Learn to cultivate mutual respect between himself and the pupils.
80. Practice supplementing direct experiences with vicarious ones, and vice versa.
105. Study a set of student papers noting errors, handwriting, etc.
 7. Cultivate and maintain an appropriate sense of humor.
107. Investigate school records.
 1. Learn to give evidence of self-directed originality.

5. Learn to give proper emotional response to groups.
53. Observe students in lunchrooms, the playgrounds, etc.
120. Plan observations on a positive basis so that he is looking for method--not weakness in the teacher being observed.
127. Study an old yearbook to learn who's who.
108. Attend at least one meeting of all the professional groups attended by the directing teacher.
 4. Learn to accept and grow from criticism.
 6. Learn to maintain cheerful, self-confident attitude and show desirable qualities of leadership.
 49. Learn to listen to both sides of student arguments and investigate thoroughly before expressing an opinion.
114. Learn to accept criticism from the directing teacher as something constructive.
 8. Learn proper posture.
 47. Learn to help pupils to see the relationship of activities to recognized needs.
 14. Learn to keep presence of mind in emergencies.

APPENDIX H

RANK-ORDER OF ITEMS AS PERCEIVED BY
THE DIRECTING TEACHERS

- 133. Meet other faculty members.
- 111. Learn to have pride and to express that pride in the teaching profession.
- 66. Thoroughly master the skill of exploring and carefully outlining content to insure coverage of important learning.
- 68. Learn to make plans that are informative and flexible.
- 114. Learn to accept criticism from the directing teacher as something constructive.
- 20. Learn to be aware of pupil reactions.
- 103. Get acquainted with classroom materials on hand such as extra reference books, files, maps, etc.
- 126. Learn to exhibit respect for school rules and regulations in the presence of the students.
- 132. Become familiar with the school plant.
- 50. Learn to see the "student's side of problems and issues.
- 42. Learn to cultivate mutual respect between himself and the pupils.
- 140. Visit the library and discuss with the librarian the use of library facilities.
- 82. Learn to make drills purposeful and understandable by pupils.
- 110. Become resourceful, full of initiative, and interested in all school functions.
- 112. Learn the value of loyalty to colleagues.

117. Learn to keep information about pupils confidential.
6. Learn to maintain cheerful, self-confident attitude and show desirable qualities of leadership.
84. Learn to help pupils to explain what they are doing and why.
101. Observe the teaching of several teachers as well as the directing teacher.
104. Look over directing teacher's plans and tests.
105. Study a set of student papers noting errors, handwriting, etc.
141. Get acquainted with audio-visual policies and facilities.
2. Assume some responsibility voluntarily.
108. Attend at least one meeting of all the professional groups attended by the directing teacher.
115. Learn to be sympathetic and understanding in relationships with pupils.
77. Learn to capitalize on class interest in recent current events.
69. Learn to modify plans to incorporate pupil suggestions.
70. Learn to help pupils to develop skills through meaningful situations.
95. Provide for the development of individual and group projects.
90. Learn to guide pupils in developing skills in order to participate in activities and to contribute to discussions.
13. Practice unfailing courtesy to pupils and colleagues.

113. Learn to gain enthusiasm about the work of the teaching profession.
102. Observe the teaching of subjects other than his own.
64. Engage in teacher-pupil planning activities.
116. Keep abreast of current developments in subject fields.
4. Learn to accept and grow from criticism.
83. Learn to stress utility values of subject matter.
120. Plan observations on a positive basis so that he is looking for method--not weakness in the teacher being observed.
76. Learn to develop the interest of the students by displays or resources and supplementary reading matter.
65. Experience surveying needs and interests of pupils with the directing teacher.
31. Accumulate source materials for a wide-range of maturity levels.
78. Learn to enable productive activity to grow out of pupil discussion.
93. Learn to help pupils develop desirable work habits independently.
109. Develop a keen desire to increase own knowledge voluntarily.
98. Get a thorough knowledge of the subject matter to be taught during internship.
100. Learn to make intelligent provisions for drill.
106. Study student report cards, forms, grades, etc.
87. Learn to encourage the pupils to appreciate the work of others.
94. Learn to participate as a member of a group and move freely about the room to advise, listen, and interpret.

118. Be of some service to the directing teacher, the school, and the community.
14. Learn to keep presence of mind in emergencies.
37. Attempt to give unaccepted students a chance to excel in some way before the class.
49. Learn to listen to both sides of student arguments and investigate thoroughly before expressing an opinion.
92. Learn to have freedom of movement so that teacher-discipline can give way to self-discipline.
3. Learn to avoid making the same mistake too often.
51. Learn to maintain a vocabulary level commensurate with the level of the pupils being taught.
12. Learn to be well poised and relaxed.
91. Learn to help pupils to work cooperatively in groups but also give attention to individual aptitudes and interests.
16. Learn to adjust to new problems with intelligence and good judgement.
30. Accumulate source materials for his teaching fields.
43. Learn to formulate problems around pupils needs, interests, and objectives in terms of understandings, skills, and attitudes to be developed.
99. Get a thorough knowledge of textbooks, materials, and state bulletins used as subject matter guides for the class.
63. Collect helpful materials in varied areas of curriculum for personal files.
10. Learn to regulate voice to suit the place and occasion.

67. Learn to plan subject matter so that it is integrated or related to the other subject areas.
11. Cultivate animation and enthusiasm.
5. Learn to give proper emotional response to groups.
139. Meet the school secretary and find out about duplicating facilities.
72. Learn to cut stencils and other duplicating master sheets.
46. Practice guiding pupils to plan, carry out, and evaluate activities.
119. Keep keenly interested in being informed on educational trends.
 1. Learn to give evidence of self-directed originality.
 21. Cultivate the ability to observe the individual differences of pupils with respect to social level, emotional level, mental level, and physical level of maturity.
 96. Learn to initiate and plan curricular experiences with little help from the directing teacher.
 134. Meet and talk with the principal regarding such things as policy on discipline, faculty meetings, policy on tardiness and absences, schedules, and school curriculum.
 28. Keep all the daily records for sufficient time to learn the entire process.
 79. Learn to encourage students to look ahead to an unsolved problem which might arise in class discussion--to be used for the next lesson.
 15. Learn to display energy, vitality, and good health habits at all times.
 32. Work directly with some students as individuals.

89. Learn to arrange for individuals, committees, and small groups to share experiences and assume responsibilities.
23. Have some practice in testing the achievement of pupils.
62. Attend at least one Parent-Teacher Association meeting (if invited).
131. Study the student handbook and the faculty handbook if available.
135. Assume responsibility for reading the daily bulletin and taking attendance.
54. Read column of your school in local paper to keep up with student activities.
7. Cultivate and maintain an appropriate sense of humor.
122. Help the directing teacher on "duty" shifts before, during, and after school.
107. Investigate school records.
36. Experience tying past experiences and work to the present activities, as well as those to come.
85. Learn to prepare and present programs which give training in creativity or originality.
88. Practice guiding group cooperation in setting up work and social standards which can serve as bases for group and individual evaluation.
129. Attend as many school functions as time permits.
80. Practice supplementing direct experiences with vicarious ones, and vice versa.
121. Spend some time with the disciplinary officer of the school to observe and become acquainted with the nature and procedures of the job.
143. Find out what special services, such as speech correction, are available.

38. Participate in several co-curricular or extra-class activities.
26. Learn to diagnose the causes of many of the problems of pupils through observation, records, and personal contact.
75. Formulate major aims and problems with directing teacher and pupils in light of pupil needs and interests.
45. Learn to plan activities to utilize and develop artistic and mechanical ability of pupils.
25. Practice seeking-out causes of behavior difficulties.
86. Learn to foster aesthetic values by providing for participation in aesthetic experiences.
22. Practice working with pupils of various socio-economic backgrounds.
128. Keep the attendance register and make at least one monthly report from it.
130. Visit another school during internship to know the character of more than one school.
29. Assist in bringing the cumulative records of a few individuals up to date.
71. Collect work samples of pupils for later comparisons.
123. Spend some time each day in the teacher's lounge observing professional behavior and rapport.
47. Learn to help pupils to see the relationship of activities to recognized needs.
53. Observe students in lunchroom, the playground, etc.
44. Learn to take problems for study from pupil experiences and environment.

97. Help initiate assembly programs and exhibits of work as cooperative teacher-pupil activities.
9. Learn appropriate dress and neatness.
138. Meet the county supervisor and become acquainted with his services.
81. Learn to provide experiences in fundamental skills geared to the maturation level of the pupil.
8. Learn proper posture.
41. Practice stimulating democratic practices through committee activities and activities initiated, planned, and evaluated by the pupils.
52. Learn about student government and student activities.
61. Learn resources of the community.
19. Find and make a record of the home telephone number of the principal and directing teacher for unforeseen personal emergencies.
125. Spend a half-day in the principal's office.
27. Use the cumulative records to attain proficiency in the diagnosing of pupil behavior.
40. Provide many opportunities for pupils to make choices of projects.
48. Make tentative plans with pupils to culminate activities with play, exhibit, and other events, leaving decision to the pupils.
137. Get acquainted with school health services and personnel.
57. Visit with a few parents when chance meetings facilitate it.
73. Learn to operate duplicating machines.
74. Learn to operate several pieces of audio-visual aid equipment.

136. Meet members of the custodial department.
24. Make some anecdotal records of the reactions of several pupils.
18. Make a seating chart for each of the classes.
17. Learn a style of teaching of his own.
124. Accept a few personal invitations from faculty members for social evenings during internship.
39. Discuss co-curricular activities with students during the noon period, before, and after school.
35. Practice evaluating field trips individually and with the students.
33. Invite and use visitors as resource people.
34. Help plan and conduct at least one study trip.
59. Study some of the community activities.
56. Join in a few social activities of the community--civic programs, lodge and church functions, etc.
55. Engage in some study which involves the community of the school.
127. Study an old yearbook to learn who's who.
58. Visit in a few homes of students (with directing teacher).
142. Meet the lunchroom workers and dietician.
60. Take part in some community activities while there--fund drives, civic programs, etc.

RANK-ORDER OF ITEMS AS PERCEIVED BY
THE SECONDARY-SCHOOL PRINCIPALS

82. Learn to make drills purposeful and understandable by pupils.
111. Learn to have pride and to express that pride in the teaching profession.
112. Learn the value of loyalty to colleagues.
42. Learn to cultivate mutual respect between himself and the pupils.
13. Practice unfailing courtesy to pupils and colleagues.
16. Learn to adjust to new problems with intelligence and good judgement.
51. Learn to maintain a vocabulary level commensurate with the level of the pupils being taught.
113. Learn to gain enthusiasm about the work of the teaching profession.
81. Learn to provide experiences in fundamental skills geared to the maturation level of the pupil.
83. Learn to stress utility values of subject matter.
114. Learn to accept criticism from the directing teacher as something constructive.
93. Learn to help pupils develop desirable work habits independently.
115. Learn to be sympathetic and understanding in relationships with pupils.
116. Keep abreast of current developments in subject fields.
117. Learn to keep information about pupils confidential.

134. Meet and talk with the principal regarding such things as policy on discipline, faculty meetings, policy on tardiness and absences, schedules, and school curriculum.
140. Visit the library and discuss with the librarian the use of library facilities.
135. Assume responsibility for reading the daily bulletin and taking attendance.
133. Meet other faculty members.
125. Spend a half-day in the principal's office.
126. Learn to exhibit respect for school rules and regulations in the presence of the students.
109. Develop a keen desire to increase own knowledge voluntarily.
110. Become resourceful, full of initiative, and interested in all school functions.
103. Get acquainted with classroom materials on hand such as extra reference books, files, maps, etc.
104. Look over directing teacher's plans and tests.
 2. Assume some responsibility voluntarily.
 1. Learn to give evidence of self-directed originality.
 6. Learn to maintain cheerful, self-confident attitude and show desirable qualities of leadership.
 21. Cultivate the ability to observe the individual differences of pupils with respect to social level, emotional level, mental level, and physical level of maturity.
 50. Learn to see the "student's side" of problems and issues.
 69. Learn to modify plans to incorporate pupil suggestions.

20. Learn to be aware of pupil reactions.
84. Learn to help pupils to explain what they are doing and why.
90. Learn to guide pupils in developing skills in order to participate in activities and to contribute to discussions.
100. Learn to make intelligent provisions for drill.
105. Study a set of student papers noting errors, handwriting, etc.
106. Study student report cards, forms, grades.
107. Investigate school records.
108. Attend at least one meeting of all the professional groups attended by the directing teacher.
128. Keep the attendance register and make at least one monthly report from it.
122. Help the directing teacher on "duty" shifts before, during, and after school.
68. Learn to make plans that are informative and flexible.
121. Spend some time with the disciplinary officer of the school to observe and become acquainted with the nature and procedures of the job.
118. Be of some service to the directing teacher, the school, and the community.
77. Learn to capitalize on class interest in recent current events.
70. Learn to help pupils to develop skills through meaningful situations.
67. Learn to plan subject matter so that it is integrated or related to the other subject areas.

49. Learn to listen to both sides of student arguments and investigate thoroughly before expressing an opinion.
14. Learn to keep presence of mind in emergencies.
12. Learn to be well poised and relaxed.
3. Learn to avoid making the same mistake too often.
11. Cultivate animation and enthusiasm.
4. Learn to accept and grow from criticism.
7. Cultivate and maintain an appropriate sense of humor.
10. Learn to regulate voice to suit the place and occasion.
28. Keep all the daily records for sufficient time to learn the entire process.
62. Attend at least one Parent-Teacher Association meeting (if invited).
64. Engage in teacher-pupil planning activities.
66. Thoroughly master the skill of exploring and carefully outlining content to insure coverage of important learning.
76. Learn to develop the interest of the students by displays or resources and supplementary reading matter.
79. Learn to encourage students to look ahead to an unsolved problem which might arise in class discussion--to be used for the next lesson.
91. Learn to help pupils to work cooperatively in groups but also give attention to individual aptitudes and interests.
97. Help initiate assembly programs and exhibits of work as cooperative teacher-pupil activities.
119. Keep keenly interested in being informed on educational trends.

120. Plan observations on a positive basis so that he is looking for method--not weakness in the teacher being observed.
131. Study the student handbook and the faculty handbook if available.
132. Become familiar with the school plant.
141. Get acquainted with audio-visual policies and facilities.
101. Observe the teaching of several teachers as well as the directing teacher.
98. Get a thorough knowledge of the subject matter to be taught during internship.
99. Get a thorough knowledge of textbooks, materials, and state bulletins used as subject matter guides for the classes.
85. Learn to prepare and present programs which give training in creativity or originality.
87. Learn to encourage the pupils to appreciate the work of others.
88. Practice guiding group cooperation in setting up work and social standards which can serve as bases for group and individual evaluation.
89. Learn to arrange for individuals, committees, and small groups to share experiences and assume responsibilities.
78. Learn to enable productive activity to grow out of pupil discussion.
65. Experience surveying needs and interests of pupils with the directing teacher.
52. Learn about student government and student activities.
75. Formulate major aims and problems with directing teacher and pupils in light of pupil needs and interests.

46. Practice guiding pupils to plan, carry out, and evaluate activities.
26. Learn to diagnose the causes of many of the problems of pupils through observation, records, and personal contact.
9. Learn appropriate dress and neatness.
22. Practice working with pupils of various socio-economic backgrounds.
32. Work directly with some students as individuals.
47. Learn to help pupils to see the relationship of activities to recognized needs.
59. Study some of the community activities.
61. Learn resources of the community.
80. Practice supplementing direct experiences with vicarious ones, and vice versa.
86. Learn to foster aesthetic values by providing for participation in aesthetic experiences.
94. Learn to participate as a member of a group and move freely about the room to advise, listen, and interpret.
95. Provide for the development of individual and group projects.
96. Learn to initiate and plan curricular experiences with little help from the directing teacher.
129. Attend as many school functions as time permits.
138. Meet the county supervisor and become acquainted with his services.
139. Meet the school secretary and find out about duplicating facilities.
143. Find out what special services, such as speech correction, are available.

43. Learn to formulate problems around pupil needs, interests, and objectives in terms of understandings, skills, and attitudes to be developed.
137. Get acquainted with school health services and personnel.
44. Learn to take problems for study from pupil experiences and environment.
123. Spend some time each day in the teacher's lounge observing professional behavior and rapport.
23. Have some practice in testing the achievement of pupils.
92. Learn to have freedom of movement so that teacher-discipline can give way to self-discipline.
25. Practice seeking-out causes of behavior difficulties.
53. Observe students in lunchroom, the playground, etc.
63. Collect helpful materials in varied areas of curriculum for personal files.
17. Learn a style of teaching of his own.
36. Experience tying past experiences and work to the present activities, as well as those to come.
38. Participate in several co-curricular or extra-class activities.
41. Practice stimulating democratic practices through committee activities and activities initiated, planned, and evaluated by the pupils.
58. Visit in a few homes of students (with directing teacher).
124. Accept a few personal invitations from faculty members for social evenings during internship.

142. Meet the lunchroom workers and dietician.
71. Collect work samples of pupils for later comparisons.
60. Take part in some community activities while there--fund drives, civic programs, etc.
57. Visit with a few parents when chance meetings facilitate it.
45. Learn to plan activities to utilize and develop artistic and mechanical ability of pupils.
37. Attempt to give unaccepted students a chance to excel in some way before the class.
30. Accumulate source materials for his teaching fields.
27. Use the cumulative records to attain proficiency in the diagnosing of pupil behavior.
15. Learn to display energy, vitality, and good health habits at all times.
5. Learn to give proper emotional response to groups.
31. Accumulate source materials for a wide range of maturity levels.
72. Learn to cut stencils and other duplicating master sheets.
74. Learn to operate several pieces of audio-visual aid equipment.
102. Observe the teaching of subjects other than his own.
130. Visit another school during internship to know the character of more than one school.
136. Meet members of the custodial department.
29. Assist in bringing the cumulative records of a few individuals up to date.

40. Provide many opportunities for pupils to make choices of projects.
48. Make tentative plans with pupils to culminate activities with play, exhibit, and other events, leaving decision to the pupils.
24. Make some anecdotal records of the reactions of several pupils.
73. Learn to operate duplicating machines.
8. Learn proper posture.
54. Read column of your school in local paper to keep up with student activities.
55. Engage in some study which involves the community of the school.
33. Invite and use visitors as resource people.
35. Practice evaluating field trips individually and with the students.
39. Discuss co-curricular activities with students during the noon period, before, and after school.
56. Join in a few social activities of the community--civic programs, lodge and church functions, etc.
127. Study an old yearbook to learn who's who.
19. Find and make a record of the home telephone number of the principal and directing teacher for unforeseen personal emergencies.
34. Help plan and conduct at least one study trip.
18. Make a seating chart for each of the classes.

RANK-ORDER OF ITEMS AS PERCEIVED BY
THE NONDIRECTING TEACHERS

96. Learn to initiate and plan curricular experiences with little help from the directing teacher.
4. Learn to accept and grow from criticism.
11. Cultivate animation and enthusiasm.
12. Learn to be well poised and relaxed.
14. Learn to keep presence of mind in emergencies.
80. Practice supplementing direct experiences with vicarious ones, and vice versa.
81. Learn to provide experiences in fundamental skills geared to the maturation level of the pupil.
82. Learn to make drills purposeful and understandable by pupils.
83. Learn to stress utility values of subject matter.
84. Learn to help pupils to explain what they are doing and why.
100. Learn to make intelligent provisions for drill.
112. Learn the value of loyalty to colleagues.
113. Learn to gain enthusiasm about the work of the teaching profession.
110. Become resourceful, full of initiative, and interested in all school functions.
111. Learn to have pride and to express that pride in the teaching profession.
133. Meet other faculty members.

98. Get a thorough knowledge of the subject matter to be taught during internship.
 1. Learn to give evidence of self-directed originality.
 2. Assume some responsibility voluntarily.
 3. Learn to avoid making the same mistake too often.
 6. Learn to maintain cheerful, self-confident attitude and show desirable qualities of leadership.
10. Learn to regulate voice to suit the place and occasion.
13. Practice unfailing courtesy to pupils and colleagues.
20. Learn to be aware of pupil reactions.
23. Have some practice in testing the achievement of pupils.
28. Keep all the daily records for sufficient time to learn the entire process.
29. Assist in bringing the cumulative records of a few individuals up to date.
32. Work directly with some students as individuals.
42. Learn to cultivate mutual respect between himself and the pupils.
47. Learn to help pupils to see the relationship of activities to recognized needs.
51. Learn to maintain a vocabulary level commensurate with the level of the pupils being taught.
61. Learn resources of the community.
65. Experience surveying needs and interests of pupils with the directing teacher.
66. Thoroughly master the skill of exploring and carefully outlining content to insure coverage of important learning.

67. Learn to plan subject matter so that it is integrated or related to the other subject areas.
76. Learn to develop the interest of the students by displays or resources and supplementary reading matter.
85. Learn to prepare and present programs which give training in creativity or originality.
87. Learn to encourage the pupils to appreciate the work of others.
88. Practice guiding group cooperation in setting up work and social standards which can serve as bases for group and individual evaluation.
89. Learn to arrange for individuals, committees, and small groups to share experiences and assume responsibilities.
90. Learn to guide pupils in developing skills in order to participate in activities and to contribute to discussions.
91. Learn to help pupils to work cooperatively in groups but also give attention to individual aptitudes and interests.
93. Learn to help pupils develop desirable work habits independently.
94. Learn to participate as a member of a group and move freely about the room to advise, listen, and interpret.
99. Get a thorough knowledge of textbooks, materials, and state bulletins used as subject matter guides for the classes.
16. Learn to adjust to new problems with intelligence and good judgement.
101. Observe the teaching of several teachers as well as the directing teacher.
105. Study a set of student papers noting errors, handwriting, etc.

108. Attend at least one meeting of all the professional groups attended by the directing teacher.
109. Develop a keen desire to increase own knowledge voluntarily.
114. Learn to accept criticism from the directing teacher as something constructive.
117. Learn to keep information about pupils confidential.
120. Plan observations on a positive basis so that he is looking for method--not weakness in the teacher being observed.
121. Spend some time with the disciplinary officer of the school to observe and become acquainted with the nature and procedures of the job.
122. Help the directing teacher on "duty" shifts before, during, and after school.
126. Learn to exhibit respect for school rules and regulations in the presence of the students.
128. Keep the attendance register and make at least one monthly report from it.
134. Meet and talk with the principal regarding such things as policy on discipline, faculty meetings, policy on tardiness and absences, schedules, and school curriculum.
135. Assume responsibility for reading the daily bulletin and taking attendance.
137. Get acquainted with school health services and personnel.
139. Meet the school secretary and find out about duplicating facilities.
140. Visit the library and discuss with the librarian the use of library facilities.
141. Get acquainted with audio-visual policies and facilities.

5. Learn to give proper emotional response to groups.
7. Cultivate and maintain an appropriate sense of humor.
8. Learn proper posture.
9. Learn appropriate dress and neatness.
15. Learn to display energy, vitality, and good health habits at all times.
118. Be of some service to the directing teacher, the school, and the community.
21. Cultivate the ability to observe the individual differences of pupils with respect to social level, emotional level, mental level, and physical level of maturity.
22. Practice working with pupils of various socio-economic backgrounds.
19. Find and make a record of the home telephone number of the principal and directing teacher for unforeseen personal emergencies.
25. Practice seeking-out causes of behavior difficulties.
26. Learn to diagnose the causes of many of the problems of pupils through observation, records, and personal contact.
27. Use the cumulative records to attain proficiency in the diagnosing of pupil behavior.
30. Accumulate source materials for his teaching fields.
31. Accumulate source materials for a wide range of maturity levels.
33. Invite and use visitors as resource people.
34. Help plan and conduct at least one study trip.
35. Practice evaluating field trips individually and with the students.

36. Experience tying past experiences and work to the present activities, as well as those to come.
37. Attempt to give unaccepted students a chance to excel in some way before the class.
40. Provide many opportunities for pupils to make choices of projects.
41. Practice stimulating democratic practices through committee activities and activities initiated, planned, and evaluated by the pupils.
43. Learn to formulate problems around pupil needs, interests, and objectives in terms of understandings, skills, and attitudes to be developed.
44. Learn to take problems for study from pupil experiences and environment.
46. Practice guiding pupils to plan, carry out, and evaluate activities.
48. Make tentative plans with pupils to culminate activities with play, exhibit, and other events, leaving decision to the pupils.
49. Learn to listen to both sides of student arguments and investigate thoroughly before expressing an opinion.
50. Learn to see the "student's side" of problems and issues.
53. Observe students in lunchroom, the playground, etc.
56. Join in a few social activities of the community --civic programs, lodge and church functions, etc.
57. Visit with a few parents when chance meetings facilitate it.
58. Visit in a few homes of students (with directing teacher).
59. Study some of the community activities.

60. Take part in some community activities while there--fund drives, civic programs, etc.
62. Attend at least one Parent-Teacher Association meeting (if invited).
63. Collect helpful materials in varied areas of curriculum for personal files.
68. Learn to make plans that are informative and flexible.
70. Learn to help pupils to develop skills through meaningful situations.
71. Collect work samples of pupils for later comparisons.
75. Formulate major aims and problems with directing teacher and pupils in light of pupil needs and interests.
77. Learn to capitalize on class interest in recent current events.
78. Learn to enable productive activity to grow out of pupil discussion.
79. Learn to encourage students to look ahead to an unsolved problem which might arise in class discussion--to be used for the next lesson.
86. Learn to foster aesthetic values by providing for participation in aesthetic experiences.
92. Learn to have freedom of movement so that teacher-discipline can give way to self-discipline.
95. Provide for the development of individual and group projects.
97. Help initiate assembly programs and exhibits of work as cooperative teacher-pupil activities.
102. Observe the teaching of subject other than his own.

103. Get acquainted with classroom materials on hand such as extra reference books, files, maps, etc.
106. Study student report cards, forms, grades, etc.
116. Keep abreast of current developments in subject fields.
115. Learn to be sympathetic and understanding in relationships with pupils.
119. Keep keenly interested in being informed on educational trends.
123. Spend some time each day in the teacher's lounge observing professional behavior and rapport.
124. Accept a few personal invitations from faculty members for social evenings during internship.
129. Attend as many school functions as time permits.
130. Visit another school during internship to know the character of more than one school.
132. Become familiar with the school plant.
138. Meet the county supervisor and become acquainted with his services.
142. Meet the lunchroom workers and dietician.
143. Find out what special services, such as speech correction, are available.
17. Learn a style of teaching of his own.
45. Learn to plan activities to utilize and develop artistic and mechanical ability of pupils.
52. Learn about student government and student activities.
54. Read column of your school in local paper to keep up with student activities.
64. Engage in teacher-pupil planning activities.

69. Learn to modify plans to incorporate pupil suggestions.
72. Learn to cut stencils and other duplicating master sheets.
73. Learn to operate duplicating machines.
74. Learn to operate several pieces of audio-visual aid equipment.
104. Look over directing teacher's plans and tests.
107. Investigate school records.
125. Spend a half-day in the principal's office.
131. Study the student handbook and the faculty handbook if available.
136. Meet members of the custodial department.
24. Make of some anecdotal records of the reactions of several pupils.
38. Participate in several co-curricular or extra-class activities.
39. Discuss co-curricular activities with students during the noon period, before, and after school.
55. Engage in some study which involves the community of the school.
127. Study an old yearbook to learn who's who.
18. Make a seating chart for each of the classes.

APPENDIX K

RANK-ORDER OF ITEMS AS PERCEIVED BY THE
PUBLIC SCHOOL PERSONNEL COMBINED

133. Meet other faculty members.
66. Thoroughly master the skill of exploring and carefully outlining content to insure coverage of important learning.
85. Learn to prepare and present programs which give training in creativity or originality.
68. Learn to make plans that are informative and flexible.
13. Practice unfailing courtesy to pupils and colleagues.
100. Learn to make intelligent provisions for drill.
70. Learn to help pupils to develop skills through meaningful situations.
76. Learn to develop the interest of the students by displays or resources and supplementary reading matter.
94. Learn to participate as a member of a group and move freely about the room to advise, listen, and interpret.
69. Learn to modify plans to incorporate pupil suggestions.
82. Learn to make drills purposeful and understandable by pupils.
111. Learn to have pride and to express that pride in the teaching profession.
117. Learn to keep information about pupils confidential.
116. Keep abreast of current developments in subject fields.
64. Engage in teacher-pupil planning activities.

- 112. Learn the value of loyalty to colleagues.
- 50. Learn to see the "student's side" of problems and issues.
- 107. Investigate school records.
- 140. Visit the library and discuss with the librarian the use of library facilities.
- 95. Provide for the development of individual and group projects.
- 103. Get acquainted with classroom materials on hand such as extra reference books, files, maps, etc.
- 115. Learn to be sympathetic and understanding in relationships with pupils.
- 77. Learn to capitalize on class interest in recent current events.
- 67. Learn to plan subject matter so that it is integrated or related to the other subject areas.
- 93. Learn to help pupils develop desirable work habits independently.
- 62. Attend at least one Parent-Teacher Association meeting (if invited).
- 141. Get acquainted with audio-visual policies and facilities.
- 78. Learn to enable productive activity to grow out of pupil discussion.
- 43. Learn to formulate problems around pupil needs, interests, and objectives in terms of understandings, skills, and attitudes to be developed.
- 98. Get a thorough knowledge of the subject matter to be taught during internship.
- 20. Learn to be aware of pupil reactions.

134. Meet and talk with the principal regarding such things as policy on discipline, faculty meetings, policy on tardiness and absences, schedules, and school curriculum.
106. Study student report cards, forms, grades, etc.
89. Learn to arrange for individuals, committees, and small groups to share experiences and assume responsibilities.
91. Learn to help pupils to work cooperatively in groups but also give attention to individual aptitudes and interests.
28. Keep all the daily records for sufficient time to learn the entire process.
30. Accumulate source materials for his teaching fields.
31. Accumulate source materials for a wide range of maturity levels.
126. Learn to exhibit respect for school rules and regulations in the presence of the students.
83. Learn to stress utility values of subject matter.
37. Attempt to give unaccepted students a chance to excel in some way before the class.
113. Learn to gain enthusiasm about the work of the teaching profession.
110. Become resourceful, full of initiative, and interested in all school functions.
63. Collect helpful materials in varied areas of curriculum for personal files.
84. Learn to help pupils to explain what they are doing and why.
16. Learn to adjust to new problems with intelligence and good judgement.

97. Help initiate assembly programs and exhibits of work as cooperative teacher-pupil activities.
99. Get a thorough knowledge of textbooks, materials, and state bulletins used as subject matter guides for the classes.
118. Be of some service to the directing teacher, the school, and the community.
12. Learn to be well poised and relaxed.
51. Learn to maintain a vocabulary level commensurate with the level of the pupils being taught.
122. Help the directing teacher on "duty" shifts before, during, and after school.
135. Assume responsibility for reading the daily bulletin and taking attendance.
92. Learn to have freedom of movement so that teacher-discipline can give way to self-discipline.
79. Learn to encourage students to look ahead to an unsolved problem which might arise in class discussion--to be used for the next lesson.
132. Become familiar with the school plant.
139. Meet the school secretary and find out about duplicating facilities.
32. Work directly with some students as individuals.
10. Learn to regulate voice to suit the place and occasion.
11. Cultivate animation and enthusiasm.
36. Experience tying past experiences and work to the present activities, as well as those to come.
42. Learn to cultivate mutual respect between himself and the pupils.

2. Assume some responsibility voluntarily.
15. Learn to display energy, vitality, and good health habits at all times.
33. Invite and use visitors as resource people.
71. Collect work samples of pupils for later comparisons.
81. Learn to provide experiences in fundamental skills geared to the maturation level of the pupils.
96. Learn to initiate and plan curricular experiences with little help from the directing teacher.
101. Observe the teaching of several teachers as well as the directing teacher.
123. Spend some time each day in the teacher's lounge observing professional behavior and rapport.
131. Study the student handbook and the faculty handbook if available.
102. Observe the teaching of subjects other than his own.
29. Assist in bringing the cumulative records of a few individuals up to date.
38. Participate in several co-curricular or extra-class activities.
119. Keep keenly interested in being informed on educational trends.
57. Visit with a few parents when chance meetings facilitate it.
45. Learn to plan activities to utilize and develop artistic and mechanical ability of pupils.
21. Cultivate the ability to observe the individual differences of pupils with respect to social level, emotional level, mental level, and physical level of maturity.

23. Have some practice in testing the achievement of pupils.
75. Formulate major aims and problems with directing teacher and pupils in light of pupil needs and interests.
104. Look over directing teacher's plans and tests.
130. Visit another school during internship to know the character of more than one school.
121. Spend some time with the disciplinary officer of the school to observe and become acquainted with the nature and procedures of the job.
105. Study a set of student papers noting errors, handwriting, etc.
109. Develop a keen desire to increase own knowledge voluntarily.
25. Practice seeking-out causes of behavior difficulties.
26. Learn to diagnose the causes of many of the problems of pupils through observation, records, and personal contact.
40. Provide many opportunities for pupils to make choices of projects.
3. Learn to avoid making the same mistake too often.
129. Attend as many school functions as time permits.
87. Learn to encourage the pupils to appreciate the work of others.
72. Learn to cut stencils and other duplicating master sheets.
22. Practice working with pupils of various socio-economic backgrounds.
44. Learn to take problems for study from pupil experiences and environment.

137. Get acquainted with school health services and personnel.
143. Find out what special services, such as speech correction, are available.
108. Attend at least one meeting of all the professional groups attended by the directing teacher.
61. Learn resources of the community.
54. Read column of your school in local paper to keep up with student activities.
86. Learn to foster aesthetic values by providing for participation in aesthetic experiences.
52. Learn about student government and student activities.
41. Practice stimulating democratic practices through committee activities and activities initiated, planned, and evaluated by the pupils.
4. Learn to accept and grow from criticism.
65. Experience surveying needs and interests of pupils with the directing teacher.
1. Learn to give evidence of self-directed originality.
19. Find and make a record of the home telephone number of the principal and directing teacher for unforeseen personal emergencies.
120. Plan observations on a positive basis so that he is looking for method--not weakness in the teacher being observed.
88. Practice guiding group cooperation in setting up work and social standards which can serve as bases for group and individual evaluation.
125. Spend a half-day in the principal's office.

128. Keep the attendance register and make at least one monthly report from it.
5. Learn to give proper emotional response to groups.
7. Cultivate and maintain an appropriate sense of humor.
27. Use the cumulative records to attain proficiency in the diagnosing of pupil behavior.
73. Learn to operate duplicating machines.
114. Learn to accept criticism from the directing teacher as something constructive.
80. Practice supplementing direct experiences with vicarious ones, and vice versa.
90. Learn to guide pupils in developing skills in order to participate in activities and to contribute to discussions.
124. Accept a few personal invitations from faculty members for social evenings during internship.
127. Study an old yearbook to learn who's who.
9. Learn appropriate dress and neatness.
136. Meet members of the custodial department.
138. Meet the county supervisor and become acquainted with his services.
74. Learn to operate several pieces of audio-visual aid equipment.
39. Discuss co-curricular activities with students during the noon period, before, and after school.
49. Learn to listen to both sides of student arguments and investigate thoroughly before expressing an opinion.
17. Learn a style of teaching of his own.

142. Meet the lunchroom workers and dietician.
24. Make some anecdotal records of the reactions of several pupils.
14. Learn to keep presence of mind in emergencies.
35. Practice evaluating field trips individually and with the students.
53. Observe students in lunchroom, the playground, etc.
59. Study some of the community activities.
58. Visit in a few homes of students (with directing teacher).
48. Make tentative plans with pupils to culminate activities with play, exhibit, and other events, leaving decision to the pupils.
60. Take part in some community activities while there--fund drives, civic programs, etc.
56. Join in a few social activities of the community --civic programs, lodge and church functions, etc.
55. Engage in some study which involves the community of the school.
34. Help plan and conduct at least one study trip.
18. Make a seating chart for each of the classes.
47. Learn to help pupils to see the relationship of activities to recognized needs.
8. Learn proper posture.
46. Practice guiding pupils to plan, carry out, and evaluate activities.
6. Learn to maintain cheerful, self-confident attitude and show desirable qualities of leadership.

APPENDIX L

RANK-ORDER OF ITEMS OF TOTAL STUDY
PARTICIPANTS--COMBINED

- 82. Learn to make drills purposeful and understandable by pupils.
- 133. Meet other faculty members.
- 111. Learn to have pride and to express that pride in the teaching profession.
- 112. Learn the value of loyalty to colleagues.
- 100. Learn to make intelligent provisions for drill.
- 113. Learn to gain enthusiasm about the work of the teaching profession.
- 83. Learn to stress utility values of subject matter.
- 110. Become resourceful, full of initiative, and interested in all school functions.
- 84. Learn to help pupils to explain what they are doing and why.
- 98. Get a thorough knowledge of the subject matter to be taught during internship.
- 43. Learn to formulate problems around pupil needs, interests, and objectives in terms of understandings, skills, and attitudes to be developed.
- 66. Thoroughly master the skill of exploring and carefully outlining content to insure coverage of important learning.
- 140. Visit the library and discuss with the librarian the use of library facilities.
- 115. Learn to be sympathetic and understanding in relationships with pupils.
- 12. Learn to be well poised and relaxed.

81. Learn to provide experiences in fundamental skills geared to the maturation level of the pupil.
90. Learn to guide pupils in developing skills in order to participate in activities and to contribute to discussions.
11. Cultivate animation and enthusiasm.
76. Learn to develop the interest of the students by displays or resources and supplementary reading matter.
93. Learn to help pupils develop desirable work habits independently.
134. Meet and talk with the principal regarding such things as policy on discipline, faculty meetings, policy on tardiness and absences, schedules, and school curriculum.
20. Learn to be aware of pupil relations.
67. Learn to plan subject matter so that it is integrated or related to the other subject areas.
16. Learn to adjust to new problems with intelligence and good judgement.
65. Experience surveying needs and interests of pupils with the directing teacher.
126. Learn to exhibit respect for school rules and regulations in the presence of the students.
94. Learn to participate as a member of a group and move freely about the room to advise, listen, and interpret.
13. Practice unfailing courtesy to pupils and colleagues.
51. Learn to maintain a vocabulary level commensurate with the level of the pupils being taught.
96. Learn to initiate and plan curricular experiences with little help from the directing teacher.

- 141. Get acquainted with audio-visual policies and facilities.
- 117. Learn to keep information about pupils confidential.
- 116. Keep abreast of current developments in subject fields.
- 42. Learn to cultivate mutual respect between himself and the pupils.
- 68. Learn to make plans that are informative and flexible.
- 91. Learn to help pupils to work cooperatively in groups but also give attention to individual aptitudes and interests.
- 135. Assume responsibility for reading the daily bulletin and taking attendance.
- 28. Keep all the daily records for sufficient time to learn the entire process.
- 2. Assume some responsibility voluntarily.
- 89. Learn to arrange for individuals, committees, and small groups to share experiences and assume responsibilities.
- 4. Learn to accept and grow from criticism.
- 44. Learn to take problems for study from pupil experiences and environment.
- 70. Learn to help pupils to devote skills through meaningful situations.
- 103. Get acquainted with classroom materials on hand such as extra reference books, files, maps, etc.
- 122. Help the directing teacher on "duty" shifts before, during, and after school.
- 15. Learn to display energy, vitality, and good health habits at all times.

50. Learn to see the "student's side" of problems and issues.
99. Get a thorough knowledge of textbooks, materials, and state bulletins used as subject matter guides for the classes.
10. Learn to regulate voice to suit the place and occasion.
77. Learn to capitalize on class interest in recent current events.
109. Develop a keen desire to increase own knowledge voluntarily.
105. Study a set of student papers noting errors, handwriting, etc.
106. Study student report cards, forms, grades, etc.
101. Observe the teaching of several teachers as well as the directing teacher.
139. Meet the school secretary and find out about duplicating facilities.
3. Learn to avoid making the same mistake too often.
32. Work directly with some students as individuals.
121. Spend some time with the disciplinary officer of the school to observe and become acquainted with the nature and procedures of the job.
108. Attend at least one meeting of all the professional groups attended by the directing teacher.
95. Provide for the development of individual and group projects.
114. Learn to accept criticism from the directing teacher as something constructive.
78. Learn to enable productive activity to grow out of pupil discussion.

80. Practice supplementing direct experiences with vicarious ones, and vice versa.
6. Learn to maintain cheerful, self-confident attitude and show desirable qualities of leadership.
87. Learn to encourage the pupils to appreciate the work of others.
118. Be of some service to the directing teacher, the school, and the community.
69. Learn to modify plans to incorporate pupil suggestions.
 1. Learn to give evidence of self-directed originality.
14. Learn to keep presence of mind in emergencies.
62. Attend at least one Parent-Teacher Association meeting (if invited).
120. Plan observations on a positive basis so that he is looking for method--not weakness in the teacher being observed.
97. Help initiate assembly programs and exhibits of work as cooperative teacher-pupil activities.
23. Have some practice in testing the achievement of pupils.
46. Practice guiding pupils to plan, carry out, and evaluate activities.
132. Become familiar with the school plant.
79. Learn to encourage students to look ahead to an unsolved problem which might arise in class discussion--to be used for the next lesson.
128. Keep the attendance register and make at least one monthly report from it.
85. Learn to prepare and present programs which give training in creativity or originality.

61. Learn resources of the community.
137. Get acquainted with school health services and personnel.
88. Practice guiding group cooperation in setting up work and social standards which can serve as bases for group and individual evaluation.
29. Assist in bringing the cumulative records of a few individuals up to date.
30. Accumulate source materials for his teaching fields.
63. Collect helpful materials in varied areas of curriculum for personal files.
119. Keep keenly interested in being informed on educational trends.
92. Learn to have freedom of movement so that teacher-discipline can give way to self-discipline.
64. Engage in teacher-pupil planning activities.
31. Accumulate source materials for a wide range of maturity levels.
37. Attempt to give unaccepted students a chance to excel in some way before the class.
75. Formulate major aims and problems with directing teacher and pupils in light of pupil needs and interests.
123. Spend some time each day in the teacher's lounge observing professional behavior and rapport.
26. Learn to diagnose the causes of many of the problems of pupils through observation, records, and personal contact.
36. Experience tying past experiences and work to the present activities, as well as those to come.

21. Cultivate the ability to observe the individual differences of pupils with respect to social level, emotional level, mental level, and physical level of maturity.
71. Collect work samples of pupils for later comparisons.
129. Attend as many school functions as time permits.
104. Look over directing teacher's plans and tests.
22. Practice working with pupils of various socio-economic backgrounds.
143. Find out what special services, such as speech correction, are available.
25. Practice seeking-out causes of behavior difficulties.
102. Observe the teaching of subjects other than his own.
57. Visit with a few parents when chance meetings facilitate it.
86. Learn to foster aesthetic values by providing for participation in aesthetic experiences.
7. Cultivate and maintain an appropriate sense of humor.
131. Study the student handbook and the faculty handbook if available.
130. Visit another school during internship to know the character of more than one school.
49. Learn to listen to both sides of student arguments and investigate thoroughly before expressing an opinion.
41. Practice stimulating democratic practices through committee activities and activities initiated, planned, and evaluated by the pupils.
40. Provide many opportunities for pupils to make choices of projects.

9. Learn appropriate dress and neatness.
138. Meet the county supervisor and become acquainted with his services.
47. Learn to help pupils to see the relationship of activities to recognized needs.
125. Spend a half-day in the principal's office.
5. Learn to give proper emotional response to groups.
27. Use the cumulative records to attain proficiency in the diagnosing of pupil behavior.
124. Accept a few personal invitations from faculty members for social evenings during internship.
107. Investigate school records.
52. Learn about student government and student activities.
45. Learn to plan activities to utilize and develop artistic and mechanical ability of pupils.
53. Observe students in lunchroom, the playground, etc.
59. Study some of the community activities.
72. Learn to cut stencils and other duplicating master sheets.
142. Meet the lunchroom workers and dietician.
58. Visit in a few homes of students (with directing teacher).
19. Keep keenly interested in being informed on educational trends.
60. Take part in some community activities while there--fund drives, civic programs, etc.
48. Make tentative plans with pupils to culminate activities with play, exhibit, and other events, leaving decision to the pupils.

54. Read column of your school in local paper to keep up with student activities.
38. Participate in several co-curricular or extra-class activities.
17. Learn a style of teaching of his own.
136. Meet members of the custodial department.
74. Learn to operate several pieces of audio-visual aid equipment.
35. Practice evaluating field trips individually and with the students.
73. Learn to operate duplicating machines.
56. Join in a few social activities of the community--civic programs, lodge and church functions, etc.
33. Invite and use visitors as resource people.
8. Learn proper posture.
34. Help plan and conduct at least one study trip.
24. Make some anecdotal records of the reactions of several pupils.
39. Discuss co-curricular activities with students during the noon period, before, and after school.
55. Engage in some study which involves the community of the school.
18. Make a seating chart for each of the classes.
127. Study an old yearbook to learn who's who.

APPENDIX M

COOPERATING SCHOOLS OF THIS STUDY

The following schools were included as cooperating schools for the 1958 Spring Internship:

Alachua County	Gainesville High School Buchholz Junior High School Santa Fe High School P. K. Yonge High School University of Florida Physical Education Department
Brevard County	Cocoa High School Melbourne High School
Bradford County	Bradford High School
Broward County	Rogers Junior High School Stranahan High School Sunrise Junior High School South Broward High School
Clay County	Keystone Heights School
Columbia County	Columbia High School
Collier County	Naples High School
Duval County	Andrew Jackson Senior High School Dupont High School Englewood Junior-Senior High School Fletcher High School Gorrie Junior High School Kirby Smith Junior High School Lake Shore Junior High School Landon High School Paxon High School
Hendry County	Clewiston High School
Hillsborough County	Plant High School Hillsborough High School Jefferson High School Brandon High School

Lake County	Eustis High School
Levy County	Bronson High School Williston High School
Manatee County	Manatee County High School
Marion County	Ocala Senior High School Ocala Junior High School North Marion High School Dunnellon High School
Orange County	Boone Senior High School Cherokee Junior High School Edgewater Senior High School Glenridge Junior High School Lee Junior High School Memorial Junior High School
Osceola County	Osceola High School
Pinellas County	Largo High School Meadowlawn Junior High School Boca Ciega High School Northeast High School
Polk County	Lakeland Senior High School Bartow Junior High School
Pasco County	Zephyrhills High School
Union County	Union County High School

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BIOGRAPHICAL DATA

Wattie R. Pickens was born in Oklahoma City, Oklahoma, on December 5, 1926. He attended elementary and secondary schools until graduation. Following graduation, he enlisted in the United States Coast Guard and served throughout the war years of World War II. Upon being honorably discharged from the service in 1946, Mr. Pickens enrolled as a freshman at Oklahoma City University, in Oklahoma City, Oklahoma.

In 1947, Mr. Pickens entered Oklahoma Agricultural and Mechanical College, now known as Oklahoma State University, and received a Bachelor of Science degree in June of 1949. He continued his attendance at Oklahoma Agricultural and Mechanical College while working as a Graduate Fellow in the Department of Speech and doing graduate work in the Department of English.

Mr. Pickens entered the public school system of Oklahoma in 1950-51 and taught several semesters. This was followed by entry into the Florida public school system in 1952. During the school years 1952 to 1955 he was a teacher at Ocala High School, in Ocala, Florida. He had, meanwhile, enrolled with the University of Florida Graduate School and

completed the Master of Arts in Education degree in August, 1954. Advanced graduate work followed and resulted in the completion of the degree Specialist in Education in June, 1957.

In 1955-57, Mr. Pickens taught alternate semesters at Ocala High School and the Department of Secondary Education, at the University of Florida. In 1957, he entered, as a graduate assistant in the College of Education to complete residence and course work toward the Doctor of Education Degree.

Mr. Pickens is a member of Phi Delta Kappa, Kappa Delta Pi, and Sigma Tau Delta.

This dissertation was prepared under the direction of the chairman of the candidate's supervisory committee and has been approved by all members of that committee. It was submitted to the Dean of the College of Education and to the Graduate Council, and was approved as partial fulfillment of the requirements for the degree of Doctor of Education.

August 9, 1958

J. B. White
Dean, College of Education

Dean, Graduate School

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